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ABSTRACT

This manual provides a framework, to be used by elementary program developers and teachers, for creating or improving guidance curriculum programs. The manual is based on the Georgia Comprehensive Guidance Model, which is appended for reference. The materials in the manual represent a competency-based approach that is designed to provide a comprehensive framework of knowledge, skills, and attitudes that students can gain from a developmental guidance program. The manual is divided into curricula by grade level, K-6. Each grade focuses on the development of skills in the content areas of self understanding, interpersonal relations, expressing ideas, gathering and processing information, rights and responsibilities, valuing and decision making, achievement motivation, and problem solving. Each content area is organized according to roles, competencies, performance indicators, and suggested performance levels. Progress report forms list content areas and competencies, with space provided for indicating the student's mastery level. An overview of grade level competencies completes the manual. (BL)

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Elementary School Guidance Curriculum Grades K - 6

Georgia Comprehensive Guidance Series

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CG 017072

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INTRODUCTION

The *Elementary School Guidance Curriculum Manual K-6* provides a framework that can be used for guidance curriculum development. The materials in this Manual will support planners who are involved in creating or improving a guidance program in elementary schools.

The Georgia Comprehensive Guidance Model served as a framework for these materials. A summary of the Model is in the Appendix on page 157. An extended discussion of the Model can be found in the *Program Planning Guide* available through the Guidance Unit of the Georgia State Department of Education. Guidance curriculum committees or program planners can adopt parts of this Manual, modify other parts, or create new elements that are unique to their local needs. Nevertheless, the materials in this Manual represent a competency-based approach that is designed to provide a comprehensive framework of the knowledge, skills, and attitudes that students can derive from a developmental guidance program. The guidance content area goals and competencies presented in this *Elementary School Guidance Curriculum Manual K-6* can be continued and extended through the middle school and the secondary school curriculum. Activities and assessment procedures can be organized around these materials. Again, contact the Guidance Unit in the Georgia State Department of Education for information about related materials.

KINDERGARTEN GUIDANCE CURRICULUM

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual Goal: A Obj: 1	Students will describe ways they care for themselves.	Students are able to: 1. describe a healthy body and an unhealthy body. 2. describe ways to keep healthy and safe. 3. describe ways they care for themselves in order to stay healthy and safe.	Students are able to: 1. a) describe three characteristics of a healthy body (i.e., proportionate height and weight for their age group, shining hair, white teeth, can exercise without getting too tired, eats well, sleeps well, feels happy, etc.) b) describe three characteristics of an unhealthy body (i.e., cavities, tires very quickly, does not eat well, cries easily, coughs, hurts, etc.) 2. describe five ways to keep healthy and safe (i.e., brush teeth, bathe, dress appropriately, eat right kinds of food, get enough sleep, exercise, don't play with electricity, looks before crossing streets, don't play with medicines, etc.). 3. describe three ways (from the ideas generated in #2) they care for themselves.
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe their appearance and their favorite activities.	Students are able to: 1. identify some basic physical characteristics. 2. describe their own basic appearance. 3. list their favorite activities.	Students are able to: 1. list four examples such as eyes, mouth, hair color, skin color, height, weight, etc. 2. list three of the above characteristics that pertain to them. 3. a) define the concept of favorite: liked very much, chosen above other similar things. b) list three favorite activities.

KINDGERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe areas where they are self-sufficient.	Students are able to: 1. differentiate between situations where they are self-sufficient and situations where they are dependent on others. 2. identify situations where they are self-sufficient at home. 3. identify situations where they are self-sufficient at school.	Students are able to: 1. a) understand the concepts of self-sufficiency (i.e., the ability to do things for themselves, to care for themselves) and dependency on others (others care for them when they cannot care for themselves.) b) given five various situations, correctly identify themselves in three as either self-sufficient or dependent on others. 2. identify two home situations where they are self-sufficient. 3. identify two school situations where they are self-sufficient.
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will recognize that they listen to and speak with a variety of people.	Students are able to: 1. describe listening as opposed to hearing. 2. describe speaking as opposed to babbling, etc. 3. identify those people they listen to and speak with in different settings.	Students are able to: 1. a) describe listening as one of the senses. b) describe listening as paying close attention to what is being heard. 2. a) describe babbling as making noise that doesn't mean anything. b) describe speaking as making sounds that have meaning and can be understood by others. 3. identify three different persons, each from a different setting (i.e., home, school, neighborhood, church, town, etc.), to whom they listen and with whom they speak.

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual Goal: B Obj: 1	Students will recognize their family relationships.	Students are able to: 1. identify their own family. 2. recognize the concept of relationship. 3. recognize how different members of their family are related.	Students are able to: 1. identify each member of their immediate family. 2. recognize that relationship means belonging to the same family; being related. 3. recognize how each member of their immediate family is related to the other members (i.e., by marriage, by direct relationship or birth, by adoption).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe their work and play relationships with others.	Students are able to: 1. recognize what constitutes a relationship. 2. describe their work and play relationships with others in a variety of settings. 3. realize that not all relationships have the same degree of closeness (intensity).	Students are able to: 1. recognize a relationship as a connection between two people. 2. a) describe two persons they work or play with at home, school or in the community (i.e., neighborhood, church, organizations, etc.). b) recognize that they have a relationship (a connection) with those people. 3. describe the difference between the relationships with a parent and with a neighbor.

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 1	Students will recognize various interpersonal relationships in their lives.	Students are able to: 1. describe different people with whom they interact. 2. describe how they act differently with different people.	Students are able to: 1. describe three people with whom they interact (i.e., parent, sibling, teacher, neighborhood friend, classmate, etc.). 2. using the examples from #1, describe how they act differently with each of those persons (i.e., conversation is different, physical activity is different, intensity of feelings is different, etc.).
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will recognize different expressions for various feelings.	Students are able to: 1. describe various feelings people can have. 2. recognize how people express their different feelings.	Students are able to: 1. describe three different feelings (i.e., anger, happiness, surprise, fear, sadness, embarrassment, hurt, etc.) 2. recognize (or describe) one way for each example from #1 that people express their feelings (i.e., anger/yelling, hitting, frowning...; happiness/smile, clapping, laughter...; sadness/crying, frown, head and shoulders down...; etc.).

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer Producer Goal: B Obj: 1	Students will recognize situations when they desire to have their own way and situations when others feel they must have their way.	Students are able to: 1. describe situations when they want to have their own way. 2. describe situations when others want to have their own way. 3. identify situations when they are asked to do something they do not want to do when someone else wants it.	Students are able to: 1. describe one time when they want to have their own way (i.e., stay up later to watch a T.V. show, buy a special toy at the store, want to go play outside, etc.). 2. describe one time when someone else wanted to have his/her own way (i.e., play a specific game, use a certain toy, act a certain way, etc.). 3. identify one time when they were asked to do something they didn't want to do when someone else wanted it (i.e., Mother wanted them to come in from playing outside, guest wanted to play with their toy even though they did not feel like sharing, teacher wanted them to stay seated and finish their work, etc.).
Content: III Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe their daily activities at home.	Students are able to: 1. describe chores or things they do to help at home. 2. describe things they do at home to have fun. 3. describe activities the family does each day together.	Students are able to: 1. describe one chore or thing they do to help at home. 2. describe two activities they do at home to have fun. 3. describe one activity the family does each day together.

KINDGERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe those things they learn at home.	Students are able to: 1. describe some things they do at home. 2. discuss where they learned to do those things and who taught those things to them. 3. describe some activities or ideas they learned at home.	Students are able to: 1. describe two things they do at home (i.e., set the table, make their bed, pick up their toys, brush their teeth, etc.). 2. a) discuss where they learned to do those things described in #1. b) discuss who taught them to do those things described in #1. 3. describe one activity or idea they learned at home (i.e., to say "thank you," how to throw a ball, to be nice to others, etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will mentally project adults into work-activities other than those they do presently.	Students are able to: 1. identify some adults they know. 2. describe the kinds of work activities those adults perform. 3. imagine and describe those adults doing a completely different work activity.	Students are able to: 1. identify two adults they know. 2. describe one work activity for each adult identified in #1. 3. a) imagine the adults in #1 doing one completely different work activity (i.e., the teacher being a plumber, mother being a zookeeper, etc.). b) describe the work activities they are imagining the adults doing.

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role(s): Individual Goal: A Obj: 1	Students will describe what makes up a family.	Students are able to: 1. describe who makes up their family. 2. discuss the differences in the families of the students in their classroom. 3. discuss the common characteristics of families.	Students are able to: 1. describe who makes up their family (i.e., parent(s), or guardian(s), sibling(s), if any). 2. discuss the differences in the families of the students in their classroom: parents or guardians, number of parents or guardians, number of siblings, etc. 3. discuss the following common characteristics of families: • a family is a group of people who care about each other • every family has at least one adult and one other person (either adult or child).
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will describe what learning is and how they are learners.	Students are able to: 1. describe what learning means. 2. describe how they are learners.	Students are able to: 1. define learning in their own words (i.e., finding out something they didn't know, getting new knowledge, etc.) 2. a) describe two things they are learning b) indicate where they are learning those things identified in #2a c) indicate if anyone else is helping them to learn those things identified in #2a.

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will describe those rules they follow at home and school and why those rules are necessary.	Students are able to: 1. describe what is meant by a rule. 2. identify rules they follow at home and at school. 3. describe why rules are necessary.	Students are able to: 1. describe a rule as a command, a law, a statement of what to do or what not to do. 2. a) identify one rule that they follow at home b) identify one rule that they follow at school. 3. a) describe the necessity of rules in order to protect ourselves and others b) discuss that not everyone follows every rule in every setting--rules differ as people differ (i.e., differences in maturity, coordination, jurisdiction of the laws, etc.).
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will describe the appropriate place of purchase for various items.	Students are able to: 1. describe several things their family purchases. 2. identify the places where items are purchased. 3. discuss why it is important to know where to purchase the items.	Students are able to: 1. describe two things that their family purchases (i.e., groceries, clothes, tools, furniture, etc.). 2. using the examples from #1, identify the stores where these items are purchased (i.e., groceries/grocery store, tools/hardware store, clothes/department store, etc.). 3. a) discuss what would happen if they tried to buy the items identified in #1 at another place (i.e., groceries at a bank, tools at a restaurant, etc.) b) discuss that knowing where to go to buy what they want saves them time and energy.

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 1	Students will describe the work-activities of family members.	Students are able to: 1. identify the members of their families. 2. describe the work-activities that each family member does.	Students are able to: 1. name the members of their immediate families (actually related or not). 2. describe one work-activity for each family member named in #1.
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe people and activities they enjoy.	Students are able to: 1. describe people they enjoy being with. 2. describe activities they enjoy taking part in.	Students are able to: 1. a) identify two people they enjoy being with b) describe why they enjoy being with those two people. 2. a) identify two activities they enjoy taking part in b) describe why they enjoy those two activities.

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe choices they make.	Students are able to: 1. identify what a choice is. 2. describe various choices they make.	Students are able to: 1. define choice as picking or deciding on something; a selection. 2. describe two choices they make (i.e., what to play with, what to play at recess, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe decisions they make by themselves.	Students are able to: 1. describe different decisions in their lives. 2. identify those decisions they make by themselves.	Students are able to: 1. a) define decision as a choice; making a selection b) describe three different decisions in their lives, made by themselves and/or others (i.e., whether to go to school or not, what to eat, what to wear, where to play, etc.). 2. identify two decisions they make by themselves (i.e., what to wear, what to play, who to play with, etc.)

KINDERGARTEN

Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s) Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe what job they desire to do when they "grow up."	Students are able to: 1. name several different jobs. 2. describe what a "grown-up" is and name some grown-ups they know. 3. describe some jobs they might like to do when they grow up.	Students are able to: 1. name three different jobs (i.e., teacher, doctor, fireman, pilot, veterinarian, etc.) 2. a) describe in their own words what a grown-up is (i.e., an adult, a person who is bigger and older, etc.) b) name two grown-ups they know (one should not be a parent or guardian). 3. describe two jobs (first choice and second choice) they might like to do when they grow up.
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe tasks they can accomplish at home.	Students are able to: 1. describe things they can do at home that help others. 2. describe things they do at home to help themselves.	Students are able to: 1. describe two things they can do at home that help others (i.e., making bed, picking up toys, setting the table, etc.). 2. describe two things they do at home to help themselves (i.e., brush their teeth, get dressed, wash their hands before meals, etc.).

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe situations when others do not communicate the same way they do.	Students are able to: 1. recognize that there are different languages in the world. 2. recognize how others can communicate differently from themselves. 3. recognize that adults communicate differently from themselves.	Students are able to: 1. indicate that there are different countries in our world and recognize that people in those countries sometimes speak different languages (i.e., China/Chinese, Spain or Mexico/Spanish, France/French, etc.). 2. describe one other way that others can communicate differently from themselves (i.e., sign language, Braille, etc.). 3. describe one way that adults communicate differently from themselves (i.e., use bigger words, listen longer, read newspapers and big books, etc.).
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe situations that are going to happen in the future.	Students are able to: 1. describe something that will happen the next day. 2. describe something that will happen later on. 3. recognize that there are certain things that we expect to happen later on because they have always happened in the past.	Students are able to: 1. describe one thing that will happen the next day (i.e., they will wake up, they will eat supper, etc.) 2. describe one thing that will happen later on (i.e., they will go to school, they will play outside, Christmas will come, etc.). 3. name one thing that is expected to happen later on because it has happened in the past (i.e., sun rising, the seasons changing, etc.).

FIRST GRADE GUIDANCE CURRICULUM

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual Goal: A Obj: 1	Students will describe how they care for their physical health.	Students are able to: 1. describe preventive measures they take in caring for their physical health. 2. describe measures they take in caring for their health when they are ill.	Students are able to: 1. describe five preventive measures (i.e., physical examinations, vaccinations, eating habits, sleep habits, exercise, cleanliness habits, etc.). 2. describe three measures they take when ill (i.e., visit the doctor, drugs, bedrest, liquids, bland diet, etc.).
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will recognize how others differ from themselves.	Students are able to: 1. identify and describe how others look and act. 2. describe how they look and act. 3. describe how others differ in appearance and actions.	Students are able to: 1. a) identify one person who is their own age, one person younger in age, and one person older. b) describe three ways each of those persons look and act (i.e., hair and eye color, size, weight, disposition or temperament, etc.). 2. describe three ways they look and act (i.e., hair and eye color, size, weight, disposition or temperament, etc.). 3. describe how the persons identified in #1 are different from themselves.

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe responsibilities they have in their environment.	Students are able to: 1. describe their environment. 2. describe what constitutes a responsibility. 3. identify their responsibilities at home, school and any other setting (i.e., church, organizations, etc.).	Students are able to: 1. a) describe what an environment is: surrounding things, conditions or influences. b) describe three examples of their environment: home, school and town. 2. describe responsibility as something one is expected or trusted to do. 3. identify two responsibilities at home, two at school, and one at another setting (town, church, organizations, etc.).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe those methods that enable them to speak so they can be understood by others.	Students are able to: 1. discuss that there are ways of speaking other than talking. 2. describe those preliminary skills that are necessary before actual verbalization. 3. describe those speaking skills that will enable them to be understood by others.	Students are able to: 1. discuss three different ways of speaking: talking (different countries have different languages), body language, and sign language. 2. describe two preliminary skills that are necessary before verbalization (i.e., raise their hands to get attention, wait until it is their turn to speak, respond when spoken to, etc.). 3. describe three of the four following speaking skills: • speak distinctly • speak with an adequate voice level • respond appropriately • contribute to the topic at hand

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual Goal: B Obj: 1	Students will describe the roles of each family member.	Students are able to: 1. describe the meaning of role. 2. describe different roles that other family members have. 3. describe the roles that they have in their family-life.	Students are able to: 1. describe role in this context as a part or function (job) taken on by a person. 2. describe two different roles for each member of their family (i.e., father: worker on the job, housecleaner, home-teacher; mother: worker on the job, housecleaner, home-teacher; sisters and/or brothers: garbage collector, table-setter, playmate, worker at learning, bed-maker, etc.). 3. describe two roles that they have in their family-life.
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe characteristics they like in a friend and be aware of their personality characteristics that make up friendship qualities.	Students are able to: 1. describe what they feel a friend is. 2. describe characteristics they like in a friend. 3. describe characteristics in themselves that help them to be a friend.	Students are able to: 1. describe what a friend is in their own language (i.e., someone they like to be with, someone who helps them and who they can help, etc.). 2. describe two characteristics they like in a friend (i.e., loyal, similar interests, fun to be with, etc.). 3. describe two characteristics in themselves that help them to be a friend (i.e., care about others, fun-loving, like to talk, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 1	Students will recognize that they affect things and others around them.	Students are able to: 1. describe how a person can affect someone else. 2. describe how they affect things around them. 3. describe how they affect other persons that they know.	Students are able to: 1. a) define the concept of affect as influence; cause a change to occur (big or little). b) describe one way a person can influence someone else (parents influence their children, teachers influence their students, friends influence each other, etc.). 2. describe two ways they affect things around them (i.e., moved furniture to a different place, kicked a stone, fed a pet, decorated a Christmas tree, etc.). 3. describe two ways they affect other persons that they know (i.e., helped mother with the dishes/she had extra time to read, shared a toy with a friend/made friend feel happy and special, picked up toys off the stairs/allowed family to have a safe place to walk, etc.).
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe different ways they express their own feelings.	Students are able to: 1. describe feelings they have had recently. 2. describe how they have expressed their feelings. 3. describe how others reacted to the ways they expressed their feelings.	Students are able to: 1. describe three feelings they have had during the past week (i.e., anger, happiness, fear, surprise, sadness, embarrassment, hurt, etc.). 2. describe how they expressed those feelings identified in #1 (anger/yelled, happiness/laughed, sadness/cried, fear/screamed, etc.). 3. using the examples from #1 and #2, describe how others reacted to the ways they expressed their feelings (i.e., smiled, laughed, got angry with them, hugged them, etc.).

FIRST GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will recognize that the way they feel about something may be the same or different from how others feel.	Students are able to: 1. describe how they feel about a specific topic. 2. identify other persons who feel the same way they do. 3. identify other persons who feel differently than they do.	Students are able to: 1. a) choose a specific topic (i.e., favorite dessert, favorite pet, favorite game, etc.) b) indicate how they feel about the topic chosen in #1. 2. identify two other persons who feel the same way they do concerning the topic indicated in #1. 3. identify two other persons that feel differently than they do concerning the topic indicated in #1.
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe their daily activities at school.	Students are able to: 1. describe things they do to help themselves or others at school each day. 2. describe activities they enjoy at school. 3. describe activities at school that they do by themselves and those they do in a group.	Students are able to: 1. a) describe one thing they do to help themselves at school each day. b) describe one thing they do to help others at school each day. 2. describe two activities they enjoy at school. 3. a) describe one activity at school they do by themselves. b) describe one activity at school they do in a group.

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe those things they learn at school.	Students are able to: 1. describe what constitutes learning. 2. discuss how they learn at school. 3. identify those things they have learned so far at school.	Students are able to: 1. describe learning as knowing or understanding something you never knew or understood before; gaining knowledge or skill. 2. discuss two ways they learn at school (i.e., group or individually at seat work, at play, through pictures or stories, by watching how someone acts, by doing for themselves, etc.). 3. identify two things they have learned so far at school (i.e., how to read, how to play with others, taking turns when talking, addition and subtraction, etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will distinguish which activities in their environment are done by certain people.	Students are able to: 1. identify various activities in their environment. 2. identify who does those activities. 3. describe any noticeable characteristics and correlations of the persons doing the activities.	Students are able to: 1. identify two activities in their environment (i.e., teacher, garbage collector, electrical engineer, veterinarian, etc.). 2. identify who does the three work activities described in #1. 3. describe any characteristics or correlations of the persons identified in #2 (i.e., most teachers are women, most football players are very big, jockeys are usually short in height, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 1	Students will recognize that there are families around the world.	Students are able to: 1. recognize the names of some countries. 2. recognize that there are families living in these countries. 3. discuss how families in other countries are similar to their family.	Students are able to: 1. recognize the names of two other countries. 2. recognize that there are families living in the countries described in #1. 3. discuss two ways families in other countries are similar to their family (i.e., group of persons who care about each other, at least one adult and one other person, number of parents or guardians, number of children, etc.).
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will recognize that learning occurs at all ages.	Students are able to: 1. describe things they have learned in the past. 2. describe things they are presently learning. 3. describe things they will learn in the future.	Students are able to: 1. a) describe two things babies learn (i.e., to eat with a spoon, to crawl, to walk, to talk, etc.) b) describe two things preschoolers learn (i.e., to play with others, to count, to listen to stories, to help dress themselves, etc.). 2. describe three things they are presently learning (i.e., to read, to tell time, addition, subtraction, chores at home, physical activities or sports, etc.). 3. a) describe two things older children or teenagers learn (i.e., multiplication, how to play basketball, how to drive a car, how to do cursive writing, etc.) b) describe one thing that adults learn (i.e., a new hobby; a new recipe; things they did not learn earlier like how to change a tire, how to read if illiterate, how to drive, etc.).

FIRST GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will recognize the town, state, and country in which they reside.	Students are able to: 1. recognize the name of the town in which they reside. 2. recognize the name of the state in which they reside. 3. recognize the name of the country in which they reside.	Students are able to: 1. given a choice of three towns, recognize the name of the town in which they reside. 2. given a choice of three states, recognize the name of the state in which they reside. 3. given a choice of three countries, recognize the name of the country in which they reside.
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will understand why people use money in our economic system.	Students are able to: 1. discuss that there are different kinds of money. 2. describe the use of money as a system of trade. 3. identify when people are trading money for goods or money for services.	Students are able to: 1. a) name four different types of U.S. currency and recognize what each looks like (i.e., penny, nickel, dime, quarter, fifty-cent piece, dollar bill, etc.) b) discuss that different countries use different currencies. 2. a) describe trading as exchanging one thing for another. b) describe money as a means of trading for goods or services c) describe the convenience of using money for trading rather than something else. 3. a) identify two situations where people trade money for goods (i.e., food, gifts, toys, etc.) b) identify two situations where people trade money for services (i.e., doctors, tutors, dentists, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 1	Students will describe different work-activities and their importance.	Students are able to: 1. describe a variety of work-activities. 2. describe how these work-activities are important to others and themselves. 3. describe what might happen if no one did these work-activities.	Students are able to: 1. describe three work-activities, (i.e., washing dishes, collecting the garbage, driving a truck, fixing cars, etc.). 2. using the examples from #1, describe how these work-activities are important to others and themselves (i.e., dishwasher kills the germs on plates, garbage collector helps keep our homes neat and clean, truck drivers get food to market, etc.). 3. using the examples from #1, describe what would happen if no one did these jobs (i.e., dishwasher/ they would run out of clean dishes, garbage collector/city would begin to smell bad and disease would spread, truck driver/food wouldn't get to market, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe a variety of things that are important to them.	Students are able to: 1. describe what "important" means. 2. describe some things that are important to them. 3. discuss why those things are important to them.	Students are able to: 1. define important in their own words (i.e., something that means alot, etc.). 2. describe two things that are important to them (i.e., this can include ideas, people, places, actions or objects). 3. using the examples from #2, tell why their choices are important to them (i.e., they love those persons, object or action makes them feel happy, person takes care of them, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will recognize that everyone has to make choices.	Students are able to: 1. describe choices that their family members make. 2. describe choices that are made at school. 3. describe choices that others around them make.	Students are able to: 1. a) describe two choices their parents (guardians) make b) describe one choice their siblings (if any) make c) describe two choices that they make. 2. a) describe two choices that students make b) describe one choice that teachers make c) describe one choice that principals make. 3. a) choose two other persons they know (one adult and one child) b) describe one choice that each of the persons named in #3a make.
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will recognize which decisions are difficult for them.	Students are able to: 1. describe some of their choices and decide if they are easy to make or difficult to make. 2. describe how they feel when they have to make a difficult decision. 3. recognize any consistent pattern in those decisions that are difficult to make.	Students are able to: 1. a) describe two choices they make (i.e., what to wear, what to eat, how to act with others, what to play, etc.) b) tell if those two choices are easy to make or difficult to make. 2. describe how they felt when they had to make a difficult decision (i.e., tense, angry, frightened, etc.). 3. a) name two situations where they had to make difficult decisions b) recognize if there is any consistent pattern in what decisions are hard for them to make (i.e., regarding food, regarding how to respond to the way others are, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will recognize that there are different ways for getting tasks accomplished.	Students are able to: 1. describe some tasks they have done. 2. describe different ways that they could accomplish tasks. 3. recognize the two different approaches to getting a task done.	Students are able to: 1. describe two tasks they have done (i.e., getting dressed for school, setting the table, feeding a pet, etc.). 2. a) describe how they do the tasks identified in #1. b) describe a different way they could use to accomplish each task identified in #1. 3. recognize that there are two different approaches to getting things done: • thinking about it beforehand and planning and preparing ahead what to do • just doing the task without really thinking about it.
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe tasks they can accomplish at school.	Students are able to: 1. describe things they can do during class time. 2. describe things they can do during lunch. 3. describe things they can do during recess.	Students are able to: 1. describe two things they can do during class time (i.e., finish work neatly and on time, take care of class pets or plants, contribute appropriately in class, etc.). 2. describe two things they can do during lunch (i.e., eat their food, dispose of lunch trays or trash appropriately, use correct behavior in the lunch line and in the lunch room, etc.). 3. describe two things they can do during recess (i.e., swing, teeter-totter, play with balls, play on the jungle-gym, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe ways they communicate empathy and understanding to others.	Students are able to: 1. describe what it means to have empathy and understanding for someone. 2. describe ways to show care and understanding through words. 3. describe ways to show care and understanding through gestures.	Students are able to: 1. a) describe empathy and understanding as feeling what another person feels; caring for others; knowing what others mean or feel. b) describe how it feels to have someone understand them. 2. describe two ways to show care and understanding through words (i.e., saying "I understand," when appropriate relating a story similar to another's stating what another's feelings seem to be--"You must have felt sad," etc.). 3. describe two ways to show care and understanding through gestures (i.e., a pat on the arm or back, a smile, eye contact, a hug, nodding the head, etc.).
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will realize how they have changed during the past year.	Students are able to: 1. describe what change means. 2. describe what they were like last year. 3. describe how they have changed in the past year.	Students are able to: 1. describe change as becoming different. 2. a) describe one way they looked physically different last year (i.e., height and weight). b) describe one aspect of their mental abilities last year (i.e., could not read, could not subtract, etc.). c) describe one aspect of their social abilities last year (i.e., talked out of turn in class, didn't share very well, etc.). 3. a) describe one way they have changed physically (i.e., taller and heavier). b) describe one way they have changed mentally (i.e., can read, can subtract, etc.). c) describe one way they have changed socially (i.e., have more friends, share toys better, etc.).

SECOND GRADE GUIDANCE CURRICULUM

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual Goal: A Obj: 1	Students will describe how they care for their mental health.	Students are able to: 1. describe what it means to have satisfactory mental or emotional health. 2. describe actions and feelings that contribute to satisfactory mental health. 3. describe how they care for their mental health.	Students are able to: 1. describe the concept of satisfactory mental health in their own terms: i.e., feeling good about yourself, feeling happy, not worrying about things all the time, etc. 2. describe three actions and/or feelings that contribute to satisfactory mental health (i.e., relaxation, leisure activities, loving and being loved, feeling helpful and worthwhile, etc.). 3. describe two ways they care for their mental health (examples can be taken from #2).
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will recognize activities that interest them and those that do not.	Students are able to: 1. describe activities they are interested in. 2. describe activities they are not interested in. 3. indicate some factors that may influence their interest (or lack of it) in certain activities.	Students are able to: 1. describe two activities they are interested in. 2. describe one activity they are not interested in. 3. indicate two factors that might influence their interest (or lack of it) in certain activities, (i.e., parental influence, peer pressure, physically unable to participate, maturity, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will give such examples of their environment as their address and the way from school to home.	Students will be able to: 1. identify what an address is and what is tells them. 2. recite their home address correctly. 3. describe how to get from school to home and some of the surroundings along the way.	Students are able to: 1. a) identify the parts of an address: apartment number (if applicable), house number, street name, town, and state. b) identify that an address tells them exactly where someone lives. 2. recite their house number (and apartment number if applicable), street name, town, and state. 3. describe at least three surroundings along the way from school to home.
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe those listening and speaking skills that allow them to understand others and others to understand them.	Students are able to: 1. describe those listening skills that enable them to understand others. 2. describe those speaking skills that allow others to understand them.	Students are able to: 1. describe four of the five following listening skills: • attentiveness • timing (knowing when to listen and when to speak) • listening for content • listening to remember • listening for the speaker's feelings. 2. review the speaking skills learned in first grade; describe all four skills: • speak distinctly • speak with an adequate voice level • respond appropriately • contribute to the topic at hand.

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual Goal: B Obj: 1	Students will describe activities they participate in as a family.	Students are able to: 1. describe activities that they take part in with other family members. 2. describe which activities the whole family participates in. 3. discuss some of the benefits of having the whole family participate in different activities.	Students are able to: 1. describe three activities that they take part in with other family members (individually or together). 2. describe two activities the whole family participates in (i.e., evening meal, vacation trips, sports activities, etc.) 3. include in their discussion two examples of benefits of families cooperatively participating together (i.e., encourages more communication, family members get to know each other better, family members feel important and worthwhile to each other, etc.).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe the process of making a friend.	Students are able to: 1. identify that the desire for friendship and caring about others are basic keys to making a friend. 2. identify that acting friendly is a means of making a new friend. 3. describe the process in sequence of how to make a friend.	Students are able to: 1. a) recognize why they would want friends (e.g., for companionship, help, etc.). b) describe the desire for friendship as a basic key to making friends. c) describe how caring about others is a basic key to making friends. 2. describe two ways of acting friendly as a means of making new friends: speaking kindly; being genuinely interested; sharing activities, experiences and feelings, etc.). 3. describe the following process in their own words: • really want that person as a friend • care about what happens to that person • speak kindly to that person • be interested in what that person does • share activities, experiences and feelings with that person.

SECOND GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 1	Students will describe how the actions of others affect their own behavior.	Students are able to: 1. describe some actions of other persons they know.	Students are able to: 1. a) identify one person out of each of the following categories and describe one action that these persons do while interacting with them (the student). • family member (parent or sibling) • someone at school (teacher, classmate, etc.) • a close friend (not to be the same person as above). 2. describe how the actions described in #1b affect their own behavior (i.e., brother hides toy/ student hunts for lost toy, teacher gives assignment/student does homework, friend compliments student/student feels good and smiles, etc.).
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will determine the appropriate situations for expressing different feelings.	Students are able to: 1. describe some feelings they experience. 2. determine what situation would be appropriate for expressing their feelings. 3. recognize how to determine if a method or situation is appropriate or not for expressing their feelings.	Students are able to: 1. describe three feelings they have experienced (i.e., anger, happiness, fear, sadness, embarrassment, surprise, hurt, etc.). 2. a) describe one situation for each of the feelings identified in #1 that would be inappropriate for expressing that feeling b) describe one situation for each of the feelings identified in #1 that would be appropriate for expressing that feeling. 3. recognize that a method or situation for expressing their feelings is considered not appropriate if expressing those feelings hurts themselves, others, or things such as pets, toys, furniture, etc.

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe ways to express opinions so that they are understood by others.	Students are able to: 1. describe what an opinion is. 2. describe how they can express their opinions to others. 3. indicate how they know when others understand their opinions.	Students are able to: 1. a) define an opinion as a viewpoint; an idea or something they feel is important. b) describe one of their opinions (i.e., favorite dessert, favorite pet, best T.V. show, etc.). 2. describe two ways they can express their opinion to others (i.e., verbally, nonverbally in written form, in artistic form, etc.). 3. indicate two ways they know when others understand their opinions (i.e., others tell them they understand, written comments on their school papers, nonverbal ways such as nodding or smiling, etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe necessary daily activities that are carried out by others.	Students are able to: 1. identify their needs. 2. describe the necessary daily activities associated with their needs that are carried out by others.	Students are able to: 1. identify three basic needs (i.e., food, clothing, shelter, physical health, love, etc.). 2. describe two necessary daily activities carried out by others (i.e., parent cooks meals, parent buys or sews clothing, parent rents or buys shelter, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will relate learning experiences at school to situations in the home.	Students are able to: 1. identify their family members and some of the home activities each member does. 2. identify home activities they engage in which use school academic or social experiences. 3. identify home activities an adult family member engages in which use school academic or social experiences.	Students are able to: 1. a) identify their family members b) identify two home activities that each family member does. 2. identify three home activities they engage in and the school experiences that relate to it. 3. a) identify one adult family member. b) identify three home activities that family member engages in and the school experiences that relate to it.
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will define the meaning of stereotypes.	Students are able to: 1. define the meaning of stereotype. 2. provide examples of different stereotypes.	Students are able to: 1. define stereotype as the belief that a certain group possesses common qualities or characteristics. 2. provide one example of a stereotype (i.e., race prejudice, women should do housework, old people are scary, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role(s): Individual Goal: A Obj: 1	Students will understand that all family members contribute toward family life.	Students are able to: 1. describe ways they contribute toward family life. 2. describe ways other family members contribute toward family life. 3. discuss the benefits of all family members contributing toward a satisfactory family life.	Students are able to: 1. describe two ways they contribute toward family life (i.e., chores, helping other family members who need them, sharing with siblings, etc.). 2. a) describe two ways their parents or guardians contribute toward family life (i.e., cooking, cleaning, laundry, working for money to pay the bills, etc.). b) describe one way siblings (if there are any) contribute toward family life (i.e., chores, helping other family members, sharing, etc.). 3. discuss one benefit of all family members contributing toward a satisfactory family life (i.e., jobs to be done are accomplished faster, all members gain a sense of worthwhileness, contributing allows a member some control over family life, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will describe where they learn.	Students are able to: 1. describe things they learn at home. 2. describe things they learn at school. 3. describe other places where they learn things.	Students are able to: 1. describe two things they learn at home (i.e., how to cooperate, how to do specific chores, how to love, how to ride a bicycle, etc.). 2. describe three things they learn at school (i.e., how to share, how to play with others, reading, math, P.E. activities, etc.). 3. a) describe two places where they learn in their community, other than home and school (i.e., neighborhood, movies, museum, church, etc.) b) using the examples from #3a, describe what they learn at those places c) describe two places outside of their community where they have or can learn (i.e., national parks, historical towns or museums, museums of natural history, the beach, etc.) d) using the examples from #3c, describe what they have or could learn at those places.
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will describe what a citizen is and how persons become citizens.	Students are able to: 1. describe what a citizen is. 2. describe how persons can become citizens of the United States.	Students are able to: 1. define a citizen as a person who is a member of a state or country which gives him rights and that person gives his/her loyalty to that state or country. 2. describe the following three ways a person can become a U.S. citizen: • born to parents who are citizens • born in the United States • take and pass a citizenship test; make a special promise to be a good citizen (oath of citizenship).

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will understand what a consumer is and how they are consumers.	Students are able to: 1. describe what a consumer is. 2. list a variety of consumer activities. 3. describe situations where they are consumers.	Students are able to: 1. describe a consumer as a person who buys or uses things. 2. list four consumer activities (i.e., buying food, clothes, a home; using and paying for electricity, gasoline, water, etc.). 3. describe two situations where they are consumers.
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 1	Students will define "work" and recognize that all people work.	Students are able to: 1. define the concept of work. 2. describe how other people work. 3. describe how they work.	Students are able to: 1. define work as effort in doing or making something; a job. 2. a) describe two ways that adult work (i.e., work at home like cleaning or cooking, work at a job or career, etc.). b) describe one way those persons younger than them work (i.e., chores, play is work at learning, etc.). 3. describe two ways they work (i.e., chores, school, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will recognize that what is important to them may not be important to others.	Students are able to: 1. review what is important to them. 2. describe some things that are important to others but are not important to them. 3. describe some things that are important to them but are not important to others.	Students are able to: 1. describe three things (ideas, people, places, actions, or objects) that are important to them. 2. a) identify two persons who are close to them (i.e., parents, siblings, friend, teacher, etc.) b) describe one thing each that is important for the persons identified in #2a. 3. using the examples identified in #3a, describe one thing that is important to them but is not important to the two other persons.
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe those things they have learned which aid in making choices.	Students are able to: 1. describe ways of behavior they have learned that help in making choices. 2. describe attitudes toward others they have learned that help in making choices.	Students are able to: 1. a) describe two ways of behavior they have learned at home, school, church, etc. (i.e., manners, not to hit, to share or take turns, etc.) b) describe how these two ways of behavior can help in making choices (i.e., decide to ask politely for a toy instead of grabbing, decide to make someone happy by sharing, etc.). 2. a) describe one attitude toward others that they have learned at home, school, church, etc. (i.e., respect for others, others are important too, etc.) b) describe how this attitude toward others can help in making a choice (i.e., saying hello instead of ignoring someone, showing appreciation when someone does something nice, etc.).

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will recognize why some choices are made for them; they can accept those choices and make their own decisions when appropriate.	Students are able to: 1. identify those choices that are made for them by others. 2. recognize why those choices are made for them by others and accept those times when others must make decisions for them. 3. determine when it is appropriate to make their own decisions.	Students are able to: 1. a) identify two choices that are made for them by others b) identify who makes those two choices (i.e., parent, teacher, older sibling, etc.). 2. a) provide one reason why choices sometimes must be made for them (i.e., older person knows more about what might happen or what looks best, etc.) b) describe two situations where they know it is important to have an older person make the decision (i.e., situations regarding safety, emergency care, foresight into the future, etc.) c) describe how they act when they accept decisions others must make for them. 3. determine two occasions when it is appropriate for them to make their own decisions (i.e., what to play at recess, dressing, playing with others safely, etc.).
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe a work activity they have to do and the way they get that activity done.	Students are able to: 1. describe a work activity they do. 2. describe any planning they do to accomplish their work activity. 3. describe the steps they take in getting their work activity done.	Students are able to: 1. describe one work activity they are responsible for (i.e., feeding a pet, doing an arithmetic paper, making their bed, etc.). 2. describe the planning involved for accomplishing the work activity identified in #1 (i.e., planning when to carry out the work activity, planning what materials to use, etc.). 3. describe the steps they take in getting the work activity identified in #1 done.

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe tasks that are carried out by self and others and the purposes of those tasks.	Students are able to: 1. describe tasks that are carried out by self and others. 2. identify the purposes of those tasks. 3. recognize that all tasks have purposes.	Students are able to: 1. a) describe one task that is carried out by younger children (i.e., building block tower, bouncing a ball, picking up toys, etc.). b) describe two tasks that they carry out themselves (i.e., finishing class assignments, doing chores at home, playing baseball, etc.). c) describe two tasks that are carried out by adults (e.g., employment activity, cleaning house, planting a garden, etc.). 2. using the examples from #1a, b, and c, identify the purposes of those tasks (e.g., learning balance and coordination, fun and relaxation, keeping home neat and clean, learning subject matter, providing food to eat, providing money to pay bills, etc.). 3. indicate that they recognize that every task, no matter how large or small, has a purpose.
Content:VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe situations in which they need help from others.	Students are able to: 1. describe some reasons why they might need help with problems. 2. describe other persons who might help them with different problems. 3. describe situations where they need help from others.	Students are able to: 1. describe two reasons why they might need help with problems (i.e., need more information or ideas, lack of needed physical strength, lack of needed emotional maturity, etc.). 2. describe two other persons who might help them with different problems (i.e., parent or doctor/health problems, teacher/math problem, counselor/major social problem, peers/minor social problem, etc.). 3. a) describe a past situation when they received help from someone else and how it affected them. b) predict a situation when they might need help from someone else in the future.

SECOND GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will define what "future" means and describe situations they desire to happen in the future.	Students are able to: 1. define what the concept of future means. 2. describe things or happenings that make them feel happy. 3. describe situations that they would like to happen and when they would like them to happen.	Students are able to: 1. define the concept of future as time to come; referring to events to come or happen later on, whether it be in the next hour or an eternity. 2. describe two things or happenings that make them feel happy. 3. a) describe two situations they would like to happen (i.e., get a new bicycle, eat ice cream, go see grandparents, etc.). b) describe when they would like the situations to happen (i.e., new bicycle for Christmas, eat ice cream for birthday, etc.).

THIRD GRADE GUIDANCE CURRICULUM

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THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s); Individual Goal: A Obj: 1	Students will describe how exercise and nutrition affect their mental health.	Students are able to: 1. describe satisfactory exercise and eating habits for their age group. 2. describe how poor exercise and eating habits affect their mental health. 3. describe how satisfactory exercise and eating habits affect their mental health.	Students are able to: 1. a) describe two exercises and the general muscles that benefit. b) describe the basic food groups and what they need each day from each group. 2. a) define the concept of mental health in their own terms: the way one feels and acts. b) describe two examples of how poor exercise and eating habits affected their actions and feelings. 3. describe two examples of how good exercise and eating habits affected their feelings and actions.
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer, Goal: B Obj.: 1	Students will realize that environment influences interests and capabilities.	Students are able to: 1. define interests and capabilities. 2. describe how they have the capabilities that they do. 3. describe how different aspects of their environment have influenced their interests and capabilities.	Students are able to: 1. a) define interests in their own words (i.e., things they like to do or learn about, activities they enjoy but do not necessarily have to be skilled in that area, etc.) b) define capability in their own words (i.e., the ability or power to accomplish something or to succeed, etc.). c) describe two interests and one capability. 2. describe that their capabilities exist because of heredity and the influence of their environment. 3. a) describe two aspects of their environment that have influenced their interests and capabilities (i.e., home, school, neighborhood, town, church, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. (continued)	b) describe how these two aspects of their environment have influenced their interests and capabilities (i.e., parental encouragement/ home; education from a teacher/school; actual physical circumstances/skiing requires snow, etc.
Content: I Self Understanding Role(s): Individual, Learn, Citizen, Consumer, Producer Goal: C Obj.: 1	Students will describe situations where they have some control over themselves.	Students are able to: 1. identify situations where they have control over their physical selves. 2. identify situations where they have control over their intellectual selves. 3. identify situations where they have control over their emotional selves. 4. identify situations where they have control over their social selves.	Students are able to: 1. identify two situations where they control their physical selves (i.e., dressing appropriately, exercising, cleanliness, following safety rules, etc.). 2. identify two situations where they control their intellectual selves (i.e., learning in school or at home, paying attention, being motivated to learn, application of learning, etc.). 3. identify two situations where they control their emotional selves (i.e., ways they express feelings--fights, temper tantrums, smiling, laughing, etc.; and ways they deal with tension--relaxation, exercise, etc.). 4. identify two situations where they have control over their social selves (i.e., choosing friends, choosing activities, showing manners, etc.).
Content: II Interpersonal Relations	Students will describe ways in which we communicate nonverbally to others.	Students are able to: 1. discuss how both silence and body language are means of nonverbal communication.	Students are able to: 1. a) describe the meaning of nonverbal communication (i.e., the ability to send a message without making sounds). b) describe three different forms of body language and the messages they send (i.e.,

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	Competency	Performance Indicators	Suggested Performance Levels
Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj. 1	(continued)	1. (continued)	clenched fists/anger, raised eyebrows/surprise or disapproval, slumped posture/disappointment, smile/acceptance, etc.). c) describe one message that is sent through a response of silence (i.e., disapproval through ignoring, expectation for further comment, etc.).
		2. discuss the importance of understanding clearly the meaning of nonverbal responses.	2. discuss two reasons why it is important to clearly understand nonverbal responses (i.e., possible misunderstanding, wrong response, messages may be about feeling for self rather than feelings about speaker, etc.).
Content: II Interpersonal Relations Role(s): Individual Goal: B Obj.: 1	Students will define what "family" means.	Students are be able to: 1. define what is meant by the immediate family.	Students are able to: 1. a) define the immediate family as those persons they belong to and live with; usually they are related to these persons. b) describe their immediate family.
		2. define what is meant by the extended family.	2. a) define the extended family as those persons whom they are related to but do not necessarily live with (i.e., grandparents, aunts, uncles, cousins, etc.). b) describe their extended family.
		3. recognize that there are different families.	3. a) describe two characteristics that are common to most families (families contain adults, family members care about each other, family members help to supply each others' needs, etc.). b) describe three ways families can be different (i.e., families with no children, families with one parent, families where children are adopted or are foster children, families having different numbers of children, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj.: 1	Students will describe the process of making and keeping a friend.	Students are able to: 1. describe how trust, the development of loyalty, and skill in problem-solving are ways of helping to keep a friend. 2. describe how acting friendly is a way of keeping a friend. 3. describe the entire process in sequence of how to make and keep a friend.	Students are able to: 1. a) describe what trust means (e.g., faith, firm belief in the honesty, truthfulness, justice, or power of a person or thing). b) describe what loyalty means (e.g., faithfulness, the ability to trust someone to stick by you) and how it helps to keep a friend. c) describe three ways of problem-solving (e.g., communication, taking turns, sharing, apologizing, helping each other, etc.) and how they help to keep a friend. 2. describe examples of acting friendly and how those examples help to keep a friend (e.g., speaking kindly; being genuinely interested; sharing activities, experiences and feelings). 3. describe the following process in their own words: • really want that person as a friend • care about what happens to that person • speak kindly to that person • be interested in what that person does • share activities, experiences, and feelings with that person • trust that person and show you are trustworthy • be loyal to that person • use skill in problem-solving instead of • letting anger destroy the relationship.

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	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer Producer Goal: D Obj: 1	Students will recognize the actions they take that affect others' feelings.	Students are able to: 1. identify the basic feelings. 2. discuss that a person's actions and decisions affect others' feelings. 3. describe actions they take that influence corresponding feelings in others.	Students are able to: 1. identify at least four of the basic feelings: happiness, anger, sadness, fear, surprise, pride. 2. discuss the connection between actions or decisions and feelings that result in others; use one example in the discussion of a time when someone's decision or action affected their feelings. 3. describe three of their actions that cause three different feelings in others (i.e., an action that caused happiness, an action that caused fear, etc.).
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe ways others express thoughts and feelings to them.	Students are able to: 1. describe different ways others express thoughts and feelings. 2. describe how others express thoughts and feelings to them. 3. indicate how they prefer others to express their thoughts and feelings to them	Students are able to: 1. describe three different ways others express thoughts and feelings (i.e., written messages nonverbal messages like facial expressions, hitting, a hug . . .; clear verbal messages; hidden messages when they say one thing but mean another; blaming; etc.). 2. a) describe how younger persons express their thoughts and feelings to them. b) describe how peers express their thoughts and feelings to them. c) describe how adults express their thoughts and feelings to them. 3. a) indicate two ways they prefer others to express their thoughts and feelings to them (i.e., clearly written messages, clear verbal messages, positive nonverbal messages, etc.). b) discuss why they prefer the two ways described in #3a, (i.e., it does not hurt them, it does not hurt their belongings, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj.: 1	Students will describe opinions that they feel strongly about.	Students are able to: 1. identify several of their opinions. 2. decide which opinions are important to them. 3. discuss why these opinions are important to them.	Students are able to: 1. identify their opinions concerning the following topics: • delicious food • importance of education • interesting T.V. show • the importance of having friends • how people should treat animals • how people should act toward each other. 2. decide what three opinions of those identified in #1 are most important to them. 3. using the three opinions described in #2, discuss why each of those opinions are important to them.
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj.: 1	Students will recognize that people have varying roles and will describe their own roles.	Students are able to: 1. describe what constitutes a role. 2. describe their own roles. 3. identify persons of differing ages and describe their varying roles.	Students are able to: 1. describe a role as a life-task or relationship, a part played in real life. 2. describe three of their roles (i.e., son or daughter, grandchild, sister or brother, student, citizen, consumer, producer, etc.). 3. a) identify a preschool child and an adult b) describe their varying roles (i.e., son or daughter, sister or brother, . . ., worker, consumer, leisure participant, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe things they learn in the community as citizens and consumers.	Students are able to: 1. describe some of their activities in the community. 2. describe some things they have learned from their community activities. 3. describe some things they have learned from their consumer activities.	Students are able to: 1. describe three things they do or organizations they belong to in the community (i.e., shop at the stores, play in the park, go to church, go to Girl or Boy Scouts, etc.). 2. describe one thing they have learned from their community activities (i.e., how to get around in their community, how to help their community, who makes up their community, who takes care of their community, etc.). 3. a) describe one example of where they shop and things they buy. b) describe one thing they have learned from their consumer activities (i.e., how to plan what they want to buy, how to find products they plan to buy, how to ask a salesperson for help, etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe stereotypes that correspond to certain jobs.	Students are able to: 1. describe a variety of jobs. 2. list the stereotypes that may correspond to those jobs.	Students are able to: 1. describe three different jobs (i.e., teacher, banker, football player, farmer, etc.). 2. a) review the meaning of stereotype (belief that a certain group possesses common qualities or characteristics). b) list one stereotype that may be associated with the workers or work fields described in #1.

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	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 1	Students will recognize that there are different kinds of families.	Students are able to: 1. describe the meaning of immediate family. 2. describe the meaning of extended family. 3. describe some differences in families.	Students are able to: 1. a) define immediate family as those persons they live with (i.e., parents, guardians, siblings, etc.). b) identify their own immediate family. 2. a) define extended family as those relatives that are not directly a part of their immediate family. b) identify at least one extended family member (i.e., grandparent, aunt, uncle, cousin, etc.). 3. describe three differences that can occur in families (i.e., number of parents, number of children, families where the children are adopted, families where the children have foster parents, extended family members with the immediate family, etc.).
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will describe the basic methods of learning.	Students are able to: 1. describe the three basic methods of learning. 2. describe situations where they see experience, modeling, and exposure as methods of learning in their school.	Students are able to: 1. describe the three basic methods for learning: • experience-learning by doing • exposure-learning through reading, listening, watching films or pictures, etc. • modeling-learning by patterning after someone. 2. a) describe one situation where they see learning by experience in their school b) describe one situation where they see learning through exposure in their school c) describe one situation where they see learning through modeling in their school.

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	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will describe reasons why a country needs laws and governments.	Students are able to: 1. discuss what governments and laws do. 2. describe why people in a country need the controls and services that government and laws provide. 3. describe what might happen if there were no government or laws in our country.	Students are able to: 1. discuss two purposes of governments and the laws they make (i.e., to represent the desires of its citizens, to act as a control in the best interests of its citizens, to provide services to benefit its citizens, etc.). 2. describe two reasons why people in a country need the controls and services that government and laws provide (i.e., to help people, to keep things more organized, to keep the balance between a person's rights and a person's responsibilities, etc.). 3. describe two things that might happen if there were no government or laws in our country (i.e., chaos, people doing or taking what they want at the expense of others, inequality, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will describe how to use money correctly when paying for something.	Students are able to: 1. describe how to count out correct change from a dollar bill. 2. discuss how much money they need to give a salesperson when buying something. 3. describe situations when they might need to make change.	Students are able to: 1. a) describe how to put change together to total one dollar (i.e., 3 quarters + 2 dimes + 1 nickel, 10 dimes, etc.). b) describe how much change they would have left over if they gave a salesperson one dollar for an item costing less than a dollar (e.g., $1.00 for a 30¢ item, $1.00 for a 90¢ item, etc.) 2. discuss the concept that when buying something, they must give money equal to or greater than the cost of that product or service (i.e., to buy a 25¢ candy bar, they must give the salesperson 25¢ or more). 3. describe two situations when they might need to make change (i.e., when they are selling something and have to give change to someone else, when they are buying something and have to calculate whether or not they have been given the correct change).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 1	Students will recognize that a producer can have many different roles.	Students are able to: 1. define what constitutes a producer. 2. identify people of varying ages, their roles, and how they are producers. 3. identify their roles and how they are producers.	Students are able to: 1. define producer as someone who makes something; a worker. 2. a) identify one younger person, a person near their own age, and one adult b) describe two roles for each person (parent, sibling, son/daughter, grandchild, etc.) c) describe one example of how each person is a producer (i.e., worker on the job, mother produces a clean home, student produces school work, etc.). 3. a) identify three of their roles (i.e., son/daughter, grandchild, sibling, student, etc.). b) describe two examples of how they are producers (i.e., students produce school work, producing concerning chores at home--a trash collector produces a neat home, producing concerning play or leisure activities--making a model airplane, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe how what is important to others influences what is important to them.	Students are able to: 1. identify persons they care about and/or who have authority over them. 2. describe some ideas, behavior, persons or things that are important to these persons. 3. discuss how what is important to these persons influences what is important to them.	Students are able to: 1. identify three persons they care about and/or who have authority over them (i.e., close friend, parent, teacher, policeman, etc.). 2. describe one important idea, behavior, person, or thing for each of the persons identified in #1. 3. using the information from #1 and #2, discuss how what is important to them has been influenced by what is important to others (i.e., others encouraged their interest in an activity, authority-figure taught them to respect certain behaviors, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe their thought processes before a decision is made.	Students are able to: 1. describe what they think about before making a decision. 2. recognize if their thoughts before making a choice have any consistent pattern.	Students are able to: 1. a) define a decision as making a choice or judgment b) describe one decision they have had to make c) describe what they thought about before making that decision. 2. describe the pattern of their thinking before making a decision (i.e., knowing the problem, thinking of possible answers, imagining what would happen if they chose different answers, choose the answer that seems best to them).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe why they might want to change a decision and recognize when it is or is not possible to make that change.	Students are able to: 1. describe why they might want to change a decision. 2. identify times when it is not possible to change decisions. 3. identify times when it may be possible to change decisions.	Students are able to: 1. describe two reasons why they might want to change a decision (i.e., unexpected changes in circumstances; consequences of a decision turn out differently, so the decision unexpectedly affects others, etc.). 2. identify one time when it would not be possible to change a decision (i.e., others have already been affected, too much time has elapsed, etc.). 3. identify one time when it might be possible to change a decision (i.e., before anyone has been affected, before much time has elapsed, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe the trial-and-error approach to a task.	Students are able to: 1. define trial-and-error. 2. describe a trial-and-error approach to different tasks. 3. describe some results of a trial-and-error approach to a task.	Students are able to: 1. define trial-and-error as randomly trying different ways of doing something until the right way is found. 2. a) describe two different tasks (i.e., feeding a pet, doing an assignment, making a bed, setting the table, etc.). b) describe a trial-and-error approach to the tasks identified in #2a, (i.e., feeding a pet/feeding any amount or any kind of food until the right combination is found, setting the table/putting dishes on one at a time before finding out what is to be served, etc.). 3. describe one result of the trial-and-error approach for each of the examples in #2 (i.e., feeding the pet/an ill pet; setting the table/ extra energy required to change dishes if soup is served instead of meatloaf; etc.).
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe ways they judge if they have satisfactorily accomplished their tasks.	Students are able to: 1. list some specific tasks they feel they have done a good job on. 2. describe how they know if they have done a good job at a task they have accomplished.	Students are able to: 1. list two specific tasks they feel they have done a good job on. 2. a) describe two ways they can tell within themselves if they have done a good job (i.e., feeling of self-satisfaction, pride, bodily reactions if the task has been physically active, etc.). b) describe two ways they can tell from others they have done a good job (i.e., verbal reactions from others such as compliments, statements of appreciation,...; nonverbal reactions such as a smile, a pat on the back, a hug, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe those activities in which others need their help.	Students are able to: 1. describe situations where they have helped others in the past. 2. discuss ways others express need for their help. 3. describe ways they can help others.	Students are able to: 1. describe two situations where they have helped others in the past (i.e., brought in groceries for parents, entertained younger sibling, helped friend with problem in school work, etc.). 2. a) discuss one nonverbal way others express need for their help (i.e., facial expressions or eye contact showing questioning or pain, a hand gesture toward them, etc.). b) discuss two verbal ways others express need for their help (i.e., such phrases as "help me, could you . . ., would you please . . ., etc."). 3. a) describe two ways they could presently help others (i.e., call the fire department if a house was on fire, help a lost child in a store, make a new student feel comfortable, etc.). b) speculate about one way they might be able to help others in the future (i.e., as a doctor, help people to get well; as a teacher, help people to learn; as a mechanic, help fix others' cars; etc.).

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Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe how life roles have and will change as they grow older.	Students are able to: 1. describe the major life roles and how those roles apply to them.	Students are able to: 1. a) describe the five major life roles (family members, learner, citizen, consumer, and producer) in their own language. b) describe how each life role applies to them (i.e., son or daughter, learner at school, participant in a club or activity in the community, someone who can purchase things, a worker at school and at home, etc.).
		2. describe how their life roles have changed.	2. a) describe their life roles when they were four years old. b) describe two ways their roles have changed (i.e., more independent now, more responsibility, making own decisions in more areas, etc.).
		3. describe how their life roles will change as they grow older.	3. a) imagine what their life roles may be like in the future. b) describe two ways their roles will possibly change (i.e., even more responsibility, marriage, parent as well as a son or daughter, more emphasis on producer and consumer roles, etc.).

FOURTH GRADE GUIDANCE CURRICULUM

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual Goal: A Obj: 1	Students will recognize that they are important to themselves and others.	Students are able to: 1. discuss why everyone needs to feel important. 2. describe people who are important to them and why they are important. 3. describe situations when they are important to others and when they feel special to themselves.	Students are able to: 1. a) discuss what happens when someone does not ever feel important. b) discuss two reasons why everyone needs to feel important (i.e., when people feel important they believe in themselves, feel physically healthier, do their jobs better, get along with others, try succeeding in different tasks, etc.). 2. a) describe four people who are important to them. b) describe one reason why each person is important (i.e., fulfills some physical or emotional need, is a role model, etc.). 3. a) describe two situations when they are important to others. b) describe two situations when they are important to themselves.
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will indicate how all people are different and that they have different skills and abilities.	Students will be able to: 1. describe the physical and personality characteristics of themselves and others at various ages. 2. identify the skills and abilities of themselves and others. 3. describe the skills and abilities of themselves and others.	Students are able to: 1. a) define characteristics: something that distinguishes one person from another b) base descriptions on the physical and personality changes that occur over three different ages - 3 years old, their own age, and an adult. 2. a) define skill: something a person has learned to do often and well b) define ability: the power to do something well c) identify three skills and abilities for themselves and one each for two other persons. 3. base their descriptions on the skills and abilities identified in #2 and discuss the similarities and differences.

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	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will recognize situations where they have some control over their environment.	Students are able to: 1. identify situations where they have control in their home. 2. identify situations where they have control in their school. 3. identify situations where they have control in their community.	Students are able to: 1. identify two situations where they exhibit control in their home (i.e., doing their chores, interacting with siblings, cooperating with family members, etc.). 2. identify two situations where they exhibit control in their school (i.e., choice of involvement and contributions in classroom and in activities, class responsibilities, etc.). 3. identify two situations where they exhibit control in their community (i.e., buying in stores, respecting property, involvement and contribution to community activities, etc.).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will listen to and speak with both friends and others who are not close friends.	Students are able to: 1. distinguish between close friends and those persons who are not close friends. 2. describe how they listen to and speak with their friends and those persons who are not close friends. 3. compare ways they listen to and speak with others.	Students are able to: 1. a) provide five examples of persons they listen to and speak with (i.e., teachers, students, store clerks, family, people in the community, workers, peers, etc.). b) provide two examples of close friends. c) provide two examples of persons who are not close friends. 2. a) describe two situations when they listen to and speak with friends. b) describe two situations when they listen to and speak with persons who are not close friends. 3. based on the examples given in #2, indicate the quality and intensity of the skills they use. * demonstrate observable behaviors (i.e., exhibit at school a growing ability to listen to and speak with both friends and others who are not close friends, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role: Individual Goal: B Obj: 1	Students will describe the benefits of family cooperation.	Students are able to: 1. describe what cooperation means. 2. discuss ways their family members cooperate. 3. describe the benefits of their family's cooperation.	Students are able to: 1. define cooperation as working together toward a common goal or purpose. 2. discuss two ways their family members cooperate (i.e., cleaning house, preparing meals, building a project, etc.). 3. describe three benefits of their family cooperation (i.e., work is done faster, sharing the work is more fun, cooperation encourages more communication and interaction, cooperation encourages feelings of importance, etc.).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe how people depend on each other to fulfill their needs.	Students are able to: 1. identify their needs. 2. identify situations where people work together. 3. identify situations where people depend on each other.	Students are able to: 1. identify three of their needs (e.g., love, food, clothing, shelter, ability to communicate, etc.). 2. identify two situations where people work together (e.g., assembly line making a car, farmers and truckers getting food to market, students working on a project together, friends or family helping each other, etc.). 3. identify three situations where people depend on each other (e.g., farmers for food, loggers for housing construction, telephone operators for communications, parents and friends for love and companionship, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 2	Students will explain how what they say affects others' actions and how what others say affect their actions.	Students are able to: 1. describe situations where what they say has affected how others acted. 2. describe situations where what others said has affected how they acted. 3. explain the interrelationship between speech and actions.	Students are able to: 1. describe two situations where what they have said has affected how others have acted. 2. describe two situations where what others have said has affected how they acted. 3. based on the examples given in #1 and #2, explain the interrelationship between speech and actions: own speech → others' feelings → others' actions and speech → own feelings → own actions and speech, etc. * demonstrate observable behaviors (i.e., demonstrate a growing understanding of how they affect others by what they say and how they are influenced by what others say, etc.).
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe what constitutes an opinion, a belief, and a fact.	Students are able to: 1. describe what constitutes an opinion. 2. describe what constitutes a belief. 3. describe what constitutes a fact.	Students are able to: 1. a) define opinion as a point of view; an idea; a feeling toward a certain way of thinking. b) provide an example of an opinion (i.e., one TV show is better than another, their favorite dessert is the best of all, etc.). 2. a) define a belief as a strong feeling about something; faith; acceptance of something. b) provide one example of a belief (i.e., own religious beliefs, belief that one type of behavior is better than another, etc.). 3. a) define a fact as a truth; something that has really happened; something real. b) provide one example of a fact (i.e., their name, their birthdate, the color of their hair, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will discuss and differentiate the definitions of assertiveness, aggressiveness, and non-assertiveness.	Students are able to: 1. describe the meaning of assertiveness. 2. describe the meaning of aggressiveness. 3. describe the meaning of non-assertiveness. 4. discuss the differences between assertiveness, aggressiveness, and non-assertiveness.	Students are able to: 1. a) define assertiveness as expressing one's feelings, beliefs, or desires in such a way that enhances self-respect and dignity but does not interfere with others' safety or self-respect. b) recognize situations that exemplify assertiveness. 2. a) define aggressiveness as getting needs met or expressing desires, feelings, or beliefs at the expense of someone else's dignity or self-respect; aggressiveness does not always result in the person respecting him/herself. b) recognize situations that exemplify aggressiveness. 3. a) define non-assertiveness as bottling up emotions ranging from warmth to anger because of high levels of anxiety, guilt, or deficiencies in social skills; non-assertiveness does not result in respect for oneself. b) recognize situations that exemplify non-assertiveness. 4. include the following in their discussion: • aggressiveness and non-assertiveness do not foster self-respect and dignity while assertiveness does • aggressiveness is not concerned with others, assertiveness is • non-assertiveness does not emphasize concern for one's own feelings and dignity, assertiveness does.

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	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will understand what important events affect the lives of self and others.	Students are able to: 1. describe what constitutes an important event. 2. identify the important events in their lives. 3. recognize that the number and variety of important events depends on how long a person has lived.	Students are able to: 1. describe an important event as something that happens that makes a difference or changes their lives. 2. identify three important events in their lives (i.e., being born, learning to walk, learning to talk, starting school, etc.). 3. a) identify an older person. b) describe the important events in his/her life. c) discuss how the number and variety of events are greater than theirs because that person has lived longer.
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe how workers learn from their jobs.	Students are able to: 1. describe a variety of jobs and the amount of educational preparation those jobs require. 2. describe how workers learn about dealing with people from their jobs. 3. describe how workers learn more about themselves from their jobs.	Students are able to: 1. a) describe two jobs they might be interested in. b) describe the educational preparation the jobs described in #1a require. 2. describe two ways workers learn about dealing with people from their jobs (i.e., getting along with fellow workers, learning to operate in an employer-employee relationship, ability to communicate ideas or desires to fellow workers effectively, etc.). 3. describe one way workers learn more about themselves from their jobs (i.e., understanding their work limits, their ability to continue learning on the job, their ability to improve their job skills with practice, etc.).

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe a variety of steroetypes and indicate ways that stereo-types affect them.	Students are able to: 1. describe a variety of stereotypes. 2. describe how stereotypes affect their lives.	Students are able to: 1. a) review the meaning of stereotype (belief that a certain group possess common qualities or characteristics). b) describe three stereotypes (i.e., race prejudice, all women are weak, all athletes are dumb, all teenagers are bad drivers, etc.). 2. describe two ways stereotypes affect their lives (i.e., their attitudes toward others and others' attitudes toward them).
Content: V Rights & Responsi-bilities Role: Individual Goal: A Obj: 1	Students will recognize that both parents and children have responsi-bilities.	Students are able to: 1. describe some responsibilities which children have. 2. describe some responsibilities which parents have.	Students are able to: 1. a) describe two responsibilities which children have (i.e., demonstrating respect toward parents; chores such as feeding pets, setting the table, cleaning their room...; cooperate with family members in working toward a satisfactory family life, etc.). b) recognize that responsibilities will vary within each family. 2. a) describe three responsibilities which parents have (i.e., provide food, clothing, shelter, a place to sleep, physical and medical care, emotional support, respect, and educational opportunities, etc.). * Reference for concept clarification: Legal authorization concerning child abuse and neglect--Georgia Code 74-111 (1977), 32-2111 (1945), 32-1009 (1919). b) recognize that different families view responsibilities differently.

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. discuss how the meeting of responsibilities of both parents and children contributes toward a satisfactory family life.	3. include the following points in their discussion: • when family members meet their responsibilities they convey the message that they value the other members • family members who meet their responsibilities contribute toward other members being able to meet their responsibilities (this effect is more pronounced with parents upon children rather than vice-versa) • family responsibilities are directly related to family rights.
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will identify the learning process.	Students are able to: 1. describe what is involved in the learning process.	Students are able to: 1. a) identify the four basic steps of the learning process: • initial exposure • repetition of exposure • responding • reinforcement b) identify two means of carrying out each of the basic parts of the learning process: • initial exposure (i.e., reading; listening to a speaker, tape, record...; watching a model, film, television, pictures...; feeling for experiencing through the other senses; etc.) • repetition of exposure (i.e., through identical and/or other means as initial exposure: see the examples above)

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	1. (continued)	• responding (i.e., testing, self-tests, verbal responding, nonverbal responses, etc.). • reinforcement (i.e., tangible rewards from self or others such as money, candy, toys...; academic rewards such as grades, written progress reports...; verbal reinforcement; nonverbal reinforcement; intrinsic rewards such as pride, self-satisfaction...).
		2. describe how the learning process takes place developmentally.	2. describe the developmental sequence that takes place as persons learn: awareness, understanding, and application.
		3. describe situations when they have experienced different aspects of the learning process.	3. describe one situation they have experienced for each of the four basic aspects of the learning process.
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will recognize basic rights and responsibilities that affect their lives as U.S. citizens.	Students are able to: 1. describe some basic rights and responsibilities of U.S. citizens.	Students are able to: 1. describe four basic rights and responsibilities of U.S. citizens (i.e., the right to vote, the right to free speech, the right to a public education, the right to protection under the law; the responsibility to learn of candidates and vote wisely, the responsibility to not use slander or libel, the responsibility to attend school, the responsibility to obey the laws, etc.).
		2. describe some basic rights that directly affect their lives as U.S. citizens.	2. describe two basic rights that directly affect their lives as U.S. citizens (i.e., the right to a public education, the right to adequate care as a child, the right to be treated fairly and equally, etc.).

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe some basic responsibilities they have as U.S. citizens.	3. describe two basic responsibilities they have as U.S. citizens (i.e., the responsibility to attend school; the responsibility to not hurt others; the responsibility to respect others' property as opposed to vandalism, etc.).
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will discuss why the ability to determine need or priority is a significant consumer skill.	Students are able to: 1. describe what is a need and a priority. 2. describe a variety of needs and prioritize those needs. 3. discuss why it is important for a consumer to be able to recognize their needs and prioritize those needs.	Students are able to: 1. a) describe a need as something that is necessary. b) describe a priority as something that is most important (i.e., one need is more important to have than another need, etc.). 2. a) describe five things they need that must be bought (i.e., food, new clothes, paper for school, shelter, soap, books, etc.). b) prioritize the things they need identified in #2a (most important need first...least important need last). 3. include in their discussion the two following reasons: • the consumer acquires the important things (or services) first • the consumer plans spending so that the important things (or services) are acquired before his/her money runs out.

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 1	Students will recognize how they depend on different producers.	Students are able to: 1. identify a variety of producers. 2. recognize that producers are service-oriented or product-oriented. 3. describe how they depend on those producers	Students are able to: 1. identify four different producers. 2. determine if the examples from #1 are service-oriented (doing things for other people) or product-oriented (making things for other people). 3. describe how they depend on those producers identified in #1 (i.e., a farmer grows our food, a teacher helps us learn, a manufacturer makes our cars, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will define "values" and describe their own values.	Students are able to: 1. define value. 2. describe a variety of values. 3. describe some of their own values.	Students are able to: 1. define a value as something that is very important to a person. 2. describe three values that other people appear to have (i.e., wealth, education, love, fun activities, etc.). 3. describe two of their own values.

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe the decision-making process.	Students are able to: 1. define the decision-making process. 2. describe the six steps involved in the decision-making process.	Students are able to: 1. define the decision-making process as a series of sequential steps leading to a decision. 2. describe the following six steps that make up the decision-making process: • identification of the decision to be made • information gathering • determination of values and opinions • generating and reviewing alternatives • reviewing possible consequences and risks • choosing an alternative (making the decision).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe how their lives have been influenced by decisions they and others have made.	Students are able to: 1. describe some decisions they have made. 2. describe some decisions others have made. 3. discuss how these decisions have influenced their lives.	Students are able to: 1. describe two decisions they have made in the past. 2. describe two decisions made by persons having authority (i.e., parents, teachers, government leaders, etc.). 3. using the examples from #1 and #2, include if or how these decisions influenced their lives physically, intellectually, emotionally and/or socially.

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe the planning process and compare it to the trial-and-error approach.	Students are able to: 1. define the planning process. 2. describe the planning approach and the trial-and-error approach to getting a task done. 3. compare the planning approach to the trial-and-error approach to task accomplishment.	Students are able to: 1. a) define the planning process as thinking ahead of time about how to do something; preparing before doing; outlining how and when a task should be done; etc. b) describe two examples of things that are considered during planning (i.e., efficiency, time, money, quality of outcome, etc.). 2. a) describe a task they need to do b) describe a trial-and-error approach to doing that task c) describe a planning approach to doing that task. 3. include the following points in their comparison: • the time involved for task completion is less with planning (unless by chance the first trial succeeds) • planning is more efficient (less waste of materials, energy, money, effort, etc.) • planning usually results in a better quality product or outcome • planning results more often in a successfully completed task than does the trial-and-error approach.

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	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe steps they follow in producing a product or task they take pride in.	Students are able to: 1. describe a task or product they have taken pride in producing. 2. identify pride as an intrinsic reward dependent upon internal criteria. 3. discuss the four major steps involved in accomplishing their task or creating their product.	Students are able to: 1. describe one task or product they have taken pride in producing. 2. a) define pride as an intrinsic reward: feeling good about what they have done, self-respect, self-satisfaction. b) describe one internal criteria that was important to them in the example of #1 (i.e., succeeding in its purpose, making others happy, etc.). 3. Using the example of #1-- a) explain the steps involved in planning for that product or task. b) explain about the "doing" portion of the task or the creating process for the product. c) explain about the steps involved in evaluating the product or task accomplishment. d) explain about the steps involved in "redoing" the product or task if necessary.
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will discuss various methods of relieving stress associated with problems.	Students are able to: 1. describe some problem situations when they have felt stress.	Students are able to: 1. describe two problem situations when they have felt tense or nervous (i.e., taking tests, doing something new in front of others, working on a problem or project they don't understand well, etc.)

FOURTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss why "time-out" can be advantageous in problem-solving.	2. a) define "time-out" as separating themselves from the problem, taking time away from the problem to relax, etc.). b) identify two physical activities that would be possible "time-outs" (i.e., running, dancing, playing basketball, etc.). c) identify two quiet activities that would be possible "time-outs" (i.e., reading, painting, building a model car, etc.). d) discuss one reason how a "time-out" can help in a problem situation (i.e., gain new perspective, mind feels clearer, a relaxed mind can produce more ideas, etc.).
		3. describe relaxation techniques that can help relieve stress.	3. describe one way they can relax during a problem situation when it is impossible to take a "time-out" (i.e., deep breathing, tensing and relaxing muscles as in stretching, etc.).
Content:VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe how interests and capabilities can change.	Students are able to: 1. describe their interests and capabilities. 2. describe interests and capabilities that have changed. 3. describe reasons why interests and capabilities can change.	Students are able to: 1. a) describe two of their present interests. b) describe one of their present capabilities. 2. a) describe three of their interests and capabilities at age one and age six. b) describe how these interests and capabilities are different from their present one. 3. describe three reasons why interests and capabilities can change (i.e., physical maturity, intellectual maturity, education, influence of others, change in environment, etc.).

FIFTH GRADE GUIDANCE CURRICULUM

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role: Individual Goal: A Obj: 1	Students will determine those situations in which they feel unhappy or angry and how they deal with those feelings.	Students are able to: 1. list those situations in which they feel unhappy or angry. 2. describe how they presently deal with situations in which they feel unhappy or angry. 3. describe how they might more effectively deal with situations in which they feel angry.	Students are able to: 1. a) describe what they feel like when they are unhappy or angry. b) list two different kinds of situations. 2. describe how they typically deal with the two situations listed in #1. 3. describe things they could do or say that would make them (and others) feel happier in dealing with situations similar to those listed in #1 (i.e., ways to relax, responses thought out ahead of time, etc.).
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will specify those personal characteristics and abilities that they value in themselves and others.	Students are able to: 1. provide examples of personal characteristics and abilities in themselves and others. 2. identify a variety of things that they value. 3. provide examples of specific personal characteristics and abilities that they value.	Students are able to: 1. a) define characteristics (i.e., distinguishing features in appearance or personality, etc.) and abilities (i.e., things a person is able to do well, etc.). b) identify two other persons they know c) provide two examples of personal characteristics and abilities for each of those identified above d) provide three examples of their own personal characteristics and two personal abilities. 2. a) define value: something that is important to a person b) identify four things that they value. 3. provide three examples of personal characteristics and abilities they value in themselves and others. * demonstrate observable behavior (i.e., indications of a willingness to further develop abilities they value; indications of acceptance of characteristics they cannot change, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will analyze how growing up requires more self-control.	Students are able to: 1. explain what constitutes self-control. 2. explain why and how self-control can be beneficial. 3. provide examples of how growing up requires more self-control.	Students are able to: 1. a) define self-control: to have power over one's actions or feelings. b) provide three examples of self-control (i.e., stopping angry behavior, not eating a candy bar before dinner, not screaming when a mistake is made, etc.). 2. explain two reasons why and how self-control can be beneficial (i.e., makes yourself and others happier, gets more accomplished, allows a person to be what they really want to be, get along with others better, etc.). 3. provide three examples of how different amounts of self-control are required at different ages (i.e., 1 year old does not use much self-control, 3 year old is learning not to hit others, 5 year old learns to try not being sassy, etc.). * demonstrate observable behaviors (i.e., indications that they are beginning to exhibit more self-control in circumstances and relationships at school, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will recognize when they and others feel proud of their accomplishments and exhibit acknowledgement of that pride.	Students are able to: 1. discuss what constitutes pride. 2. provide examples of situations when they and/or have felt proud of their accomplishments. 3. provide examples of ways they exhibit acknowledgement of pride.	Students are able to: 1. define pride as feeling good about what they have done; self-respect; self-satisfaction. 2. provide two examples of situations when they and/or others have felt proud (i.e., when they have tried hard, reached a goal, succeeded, overcome an obstacle, helped others, etc.). 3. a) provide one example of how they acknowledge their own pride (i.e., jumping, smile, share happiness with others, etc.). b) provide two examples of how they acknowledge someone else's pride (i.e., verbal communication of happiness for them; nonverbal communication of them--clapping, smile, hug, pat...; encouragement, etc.). * demonstrate observable behaviors (i.e., indications that they can appropriately acknowledge their own pride at school, indications that they are becoming able to acknowledge someone else' pride, etc.).
Content: II Interpersonal Relations Role: Individual Goal: B Obj: 1	Students will describe their relationships with family members.	Students are able to: 1. describe their relationships with persons living with them, related or not.	Students are able to: 1. a) review the meaning of relationship: a connection with another person. b) describe their relationships with the adults living with them (i.e., mother, father, step-parent, grandparent, aunt, uncle, friend, etc.). c) if applicable, describe their relationship with the other children (both older and/or younger) living with them (i.e., brother, sister, cousin, friend, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss that relationships differ just as individuals differ.	2. describe how their relationships differ among their family members (i.e., differences in intensity, differences in needs to be fulfilled, differences in interests, etc.).
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will indicate methods that lead to effective cooperation with children and adults.	Students are able to: 1. define cooperation as working together toward a common goal. 2. describe the methods that lead to effective cooperation. 3. indicate which methods they use in cooperating with children and adults.	Students are able to: 1. a) define cooperation as working together toward a common goal. b) describe two situations where they have showed cooperation. 2. describe at least four of these six methods of cooperation: listening, taking turns, paying attention, participation, encouragement, and perceptive communications skills. 3. a) describe two ways they cooperate with children and adults. b) indicate which methods of cooperation they used in the examples above. * demonstrate observable behaviors (i.e., show a growing ability to successfully cooperate with both children and adults, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 2	Students will compare the results of their behavior upon others of different ages.	Students are able to: 1. provide an example of behavior and examine how it might affect persons of different ages. 2. explain why their behavior has a different impact on people of differing ages.	Students are able to: 1. a) provide one example of a specific behavior (i.e., teasing, rowdy play such as wrestling, speaking loudly, or shouting, etc.). b) examine how the behavior described in #1a might affect the following age groups and if the results of that behavior would be acceptable: • babies • preschoolers or younger persons • peers • parents or teachers • elderly persons 2. include in their explanation three of the following reasons: • there is a difference in physical ability • there is a difference in emotional maturity • there is a difference in the quality of respect • there can be a difference in the intensity of the relationship * demonstrate observable behaviors (i.e., generally exhibit appropriate behaviors with persons from different age groups, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will discuss that all people have opinions and beliefs.	Students are able to: 1. recognize the difference between a belief and an opinion. 2. discuss that all people have opinions. 3. discuss that all people have beliefs.	Students are able to: 1. recognize that a belief involves stronger feelings concerning truth than an opinion. 2. a) identify one younger person and describe one of his/her opinions (i.e., baby prefers one food over another, a preschooler likes to wear a certain color, etc.). b) identify a peer and describe one of his/her opinions (i.e., likes one subject better than another, says one dessert is the best of all, etc.). c) identify an adult and describe one of his/her opinions (i.e., color preference, food preference, job preference, etc.). d) describe two of their own opinions. 3. a) identify one younger person and describe one of his/her beliefs (i.e., believe parents love them, believe that all adults are important, etc.). b) identify a peer and describe one of his/her beliefs (i.e., religious beliefs, believe shots hurt, etc.). c) identify an adult and describe one of his/her beliefs (i.e., religious beliefs, belief that one type of behavior is better over another, etc.). d) describe two of their own beliefs.

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will determine the appropriate use of assertive behavior in individual and group situations and predict some consequences of that assertive behavior.	Students are able to: 1. describe individual and group situations where assertive behavior can appropriately be used. 2. indicate what criteria should be considered when determining whether or not to use assertive behavior. 3. predict some possible consequences of assertive behavior in a variety of situations.	Students are able to: 1. a) describe one individual situation when assertive behavior would be appropriate (i.e., when someone cuts in line, when someone breaks something that is theirs, when they would like to meet someone new, etc.). b) describe one group situation when assertive behavior would be appropriate (i.e., when persons are being too noisy in the library, when expressing viewpoints during a discussion, when a clique is trying to exclude them, etc.). 2. indicate the following criteria that should be considered when determining whether or not to use assertive behavior: • will the behavior enhance their own self-respect and dignity • will the behavior interfere with others' safety or self-respect • what possible consequences might occur from using such behavior • are the risks involved acceptable. 3. a) describe two situations when assertive behavior could be used. b) predict some possible acceptable consequences if assertive behavior were used in the example situations. c) predict some possible unacceptable consequences if assertive behavior were used in the example situations. * demonstrate observable behaviors (i.e., demonstrate a beginning ability to use assertive behavior appropriately in individual or group situations at school, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will recognize what a life style is and what influences their own life styles.	Students are able to: 1. describe what constitutes a life style. 2. describe a variety of life styles and the factors that influence those life styles. 3. describe their own life styles and factors that influence those life styles.	Students are able to: 1. describe life style as the distinctive way in which someone lives. 2. a) describe two different life styles (i.e., life style oriented around education, life style oriented around money, life style oriented toward happiness of self and others, etc., examples should be concrete and specific . b) describe one factor for each example that influenced that life style (i.e., poverty, environment, parental influences, wealth, etc.). 3. a) describe their personal life style (i.e., life style centered around education, etc.). b) describe two factors that influence their personal life style (parental influence, legal influence, desire to know and understand, etc.).
Content: IV Gathering & Processing Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will explore the various ways information is compiled so people can use it.	Students are able to: 1. provide examples of times when they have needed information. 2. describe a variety of sources of information.	Students are able to: 1. provide two examples of times when they have needed additional information (i.e., information for a school project, information to accomplish a leisure activity, information regarding a phone number, etc.). 2. describe three sources of information (i.e., dictionary, library, phone book, other people, museums, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
		3. describe how these sources compile their information so other people can use it.	3. describe how the sources identified in #2 compile their information so other people can use it (i.e., library: card files organized according to subject matter and the decimal system; phone book: alphabetically organized and the yellow pages are organized according to subject-matter; other persons: memory card files, personal library, etc.; museums: exhibits organized according to subject matter, regional location, or time periods; etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will indicate reasons why stereotypes are attached to jobs and groups.	Students are able to: 1. identify stereotypes that are attached to jobs. 2. identify stereotypes that are attached to groups of people. 3. identify why those stereotypes are attached to certain jobs and groups.	Students are able to: 1. identify two stereotypes that are attached to jobs (nurses are women, jockeys are short, janitors are men, basketball players are tall, etc.). 2. identify two stereotypes that are attached to groups of people (i.e., men are strong, teenagers are bad drivers, senior citizens are scary, etc.). 3. identify one possible reason for each stereotype's existence, using the examples from #1 and #2 (i.e., all football players are men/a man's physical build is usually better suited for blocking and tackling; jockeys have to be short/ short stature puts less weight on the horse and offers less wind resistance, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 1	Students will recognize that both parents and children have rights as well as responsibilities.	Students are able to: 1. review the responsibilities of both parents and children. 2. describe some rights which children have. 3. describe some rights which parents have. 4. discuss how respect for the rights of parents and children contributes toward a satisfactory family life.	Students are able to: 1. review two responsibilities of children and three responsibilities of parents (see examples under 4th grade). 2. a) describe three rights which children have (i.e., food, clothing, shelter, a place to sleep, physical and medical care, education, emotional support, respect, protection under the law, etc.). * Reference for concept clarification: Legal authorization concerning child abuse and neglect--Georgie Coce 74-111 (1977), 32-2111 (1945), 32-1009 (1919). b) recognize that different families will view rights differently. 3. a) describe two rights which parents have (i.e., protection under the law, to make decisions in their own home, respect, buy and sell or rent a home, etc.). b) recognize that parental rights will be viewed differently in different families. 4. include three of the following points in their discussion: • when physical and health rights are met, then family tasks can be accomplished satisfactoril • when emotional and mental health rights are met, then family members feel worthwhile and confident about accomplishing family tasks • when educational rights are met, then family members mature and are better able to accomplish family tasks • family members whose rights are being respected and met are better able to care for and work with those around them.

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will describe the responsibilities involved for a learner.	Students are able to: 1. identify a variety of learner responsibilities.	Students are able to: 1. a) list four learner responsibilities (i.e., regular school attendance, finish work assignments, ask if they do not understand a concept, respect others' learning rights, attentiveness, development of study skills, etc.). b) recognize that the extent of their learning is greatly influenced by how they meet learner responsibilities.
		2. discuss why a knowledge of these responsibilities is beneficial.	2. discuss one reason why a knowledge of these responsibilities is beneficial (i.e., knowledge of their responsibilities helps them to understand what they should do, knowledge of responsibilities enables them to recognize when they are not meeting responsibility, knowing their responsibilities aids in supporting others' rights, etc.).
		3. describe how the responsibilities of learners apply in their lives.	3. a) describe three responsibilities of learners (see #1a for examples) b) describe how these three responsibilities apply in their lives, particularly in the school setting c) describe two reasons why they would want to meet their learner responsibilities (i.e., prepare for the future, allows them to be better persons, is required by law, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will recognize that citizens are required to pay taxes to support city, state, and national governments.	Students are able to: 1. describe the major kinds of taxes a citizen has to pay. 2. describe those taxes their family members pay as citizens of their city, state, and country.	Students are able to: 1. a) describe four major taxes that citizens are required to pay: federal income tax, social security tax, state income tax, and sales tax b) recognize that these taxes apply when a citizen has earned a certain amount of money or in the case of the sales tax when a citizen buys something. 2. a) describe the major taxes their family members, particularly parent(s) or guardian(s) pay as citizens b) compare the amount of taxes to the total income.
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will discuss why the ability to compare and to determine quality are important skills for consumers.	Students are able to: 1. discuss the concept of "quality" as it pertains to products or services the consumer is interested in. 2. describe the ability to compare as a consumer skill. 3. discuss why the ability to compare and to determine quality are important for consumers today.	Students are able to: 1. a) define quality as the degree of excellence or superiority; a product or service being very good in many different aspects b) describe two things a consumer looks for in services or products when determining good quality (i.e., careful and talented workmanship, correct ingredients or materials, appropriate style or behavior, etc.). 2. a) define a consumer's ability to compare as being able to match one product or service to another similar product or service and decide which is best b) describe three characteristics of products or services that consumers may want to compare (i.e., quality, price, style or kind, appropriateness, quantity, etc.). 3. discuss two reasons why the ability to compare and to determine quality are important for consumers today (i.e., wise use of their money, less chance of getting cheated, best choice to fulfill their need or desires, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 1	Students will realize that people obtain rewards for their work.	Students are able to: 1. describe the concept of reward. 2. describe a variety of rewards people obtain for their work. 3. recognize the two basic types of rewards.	Students are able to: 1. describe reward as return made for something done. 2. describe three different rewards people get for their work (i.e., money, services, respect, praise, pride, etc.). 3. a) recognize that there are extrinsic rewards: rewards that are given to the worker by others and that are dependent on external criteria b) name one extrinsic reward (i.e., money, praise, etc.). c) recognize that there are intrinsic rewards: rewards that come from inside the worker and that are dependent on internal criteria d) name one intrinsic reward (i.e., self-satisfaction, pride, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe how their values influence what they do.	Students are able to: 1. provide examples of their values. 2. provide examples of their various activities. 3. discuss how their values influence what they do.	Students are able to: 1. provide two examples of things they value. 2. provide three examples of their favorite activities (i.e., at home, school, neighborhood, etc.). 3. include in their discussion examples of how the values from #1 can influence the activities identified in #2.

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will describe the necessity of specifically identifying the decision to be made.	Students are able to: 1. tell that identifying the decision to be made is the first step of the decision-making process. 2. describe the process of specifically identifying the decision to be made.	Students are able to: 1. a) review the decision-making process: • identification of the decision to be made • information gathering • determination of values and opinions • generating and reviewing alternatives • reviewing possible consequences and risks • choosing an alternative (making the decision) b) describe what it means to identify the decision to be made (i.e., isolating the specific problem, goal, or judgment to be decided upon). 2. a) describe the steps involved in the process of identifying the decision to be made: • identify the major decision to be made • determine if this major decision can be be broken down into smaller decisions that should be made • determine the order of the smaller decisions to be made b) recognize that this process of identification often occurs without conscious effort for even their smallest decisions (i.e., deciding what to wear in the morning: deciding what is acceptable dress for where they are going, deciding what is appropriate considering the weather, deciding what is appealing to their taste in clothes or mood, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe some results if the decision to be made is not specifically identified.	3. describe two results if the decision to be made is not specifically identified (i.e., confusion, sidetracked from major decision or goal, feelings of being overwhelmed by too large of a decision, etc.). * demonstrate observable behaviors (i.e., exhibit a beginning ability to specifically identify decisions they must make, show a willingness to make decisions, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will identify a major decision to be made and determine the smaller decisions required as part of the larger decision.	Students are able to: 1. identify a major decision they think they will need to make. 2. determine the smaller decisions involved as part of making the larger decision.	Students are able to: 1. identify the following as the major decision they will think they will need to make: what job they want to do when they grow up. 2. determine three smaller decisions involved as part of deciding what job they want to do when they grow up (i.e., deciding on their interests, deciding on the education required for a job, deciding on the availability of a job, deciding on how to learn or practice the skills of a job, etc.). * demonstrate observable behaviors (i.e., exhibit a growing ability to specifically identify decisions--small and large--that they must make, etc.).

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will define the meaning of "goal" and describe some goals they have achieved.	Students are able to: 1. define the meaning of "goal." 2. describe some goals they have now. 3. describe some goals they have already achieved.	Students are able to: 1. define "goal" as something they are aiming for and striving to achieve; something desired, etc. 2. describe two goals they presently have (i.e., to get a good grade in math, to go to college, to get a job as a jockey, to own a motorcycle, etc.). 3. a) describe one goal they achieved before they started to school (i.e., walking, learning to count, spelling their name, etc.) b) describe two goals they have achieved while in school (i.e., to own a bicycle, to get a good grade in science, to learn to read, etc.).
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe task analysis and how it contributes toward task accomplishment.	Students are able to: 1. define task analysis and discuss the steps it involves.	Students are able to: 1. a) define task analysis as looking closely at a task and deciding why it should be done and how it should be done. b) discuss the following steps involved in task analysis: • determine the purpose of the task • break the task down into smaller task-parts • determine if the task-parts have to be done individually and/or need support from others • decide the order in which the task-parts should be accomplished to achieve overall total task accomplishment • plan ahead for a means of appropriately evaluating their progress.

FIFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss how task analysis keeps them working toward final task accomplishment.	2. discuss two ways task analysis keeps them working toward final task accomplishment (i.e., they can preview and review each step or part as they go, planning encourages efficient use of their time, knowing the purpose of a task can provide incentive, etc.).
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe resources that are available to help solve problems.	Students are able to: 1. recognize that their choice of help for a problem is determined by the type of problem they are having. 2. discuss the benefits of getting help for those problems they cannot solve themselves. 3. describe resources that are available to help solve their problems.	Students are able to: 1. describe two different types of problems and indicate who or where they could go to for help in solving those problems (i.e., house on fire/ fireman, illness/doctor, problem with anger/ counselor, confused with homework/teacher, etc.). 2. discuss two benefits of getting help for those problems they cannot solve themselves (i.e., gain more information about problem and/or self, expands number of alternatives if a decision is to be made, emotional support during problem situation, etc.). 3. describe four resources that are available to help solve their problems (i.e., parents, teachers, counselors, siblings, informative books, dictionary and encyclopedias; persons in the community such as firemen, policemen, doctors, lawyers, social workers, therapists, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will imagine what their lives might be like in the future.	Students are able to: 1. identify a particular time in the future. 2. imagine and explain what their environment may be like in the future. 3. imagine and explain what their physical bodies may be like in the future. 4. imagine and explain what some of their roles may be like in the future.	Students are able to: 1. identify a particular time, five years or more, in the future. 2. include in their explanation a description of their future home and town. 3. include in their explanation a description of such things as their height, body build, hair style, strength, etc. 4. include in their explanation a description of what they expect their families, work, leisure activities, buying habits, and learning experiences to be in the future. * demonstrate observable behaviors (i.e., demonstrate a growing ability to imaginatively project themselves into the future, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role: Individual Goal: A Obj: 1	Students will understand what "stress" means and will describe methods of relaxation for handling stress.	Students are able to: 1. describe what stress means and indicate situations that might cause stress. 2. describe ways of handling stress. 3. describe and demonstrate methods of relaxation for handling stress.	Students are able to: 1. a) define in their own words what stress means (as pertaining to emotional stress) tension, feeling "up-tight," strain, etc. b) indicate two stressful situations. 2. a) describe three ways they and others handle stress (i.e., various methods of relaxation, switching to an unrelated activity, talking about it, taking the stress out on others through verbal or physical abuse, etc.). b) indicate that they recognize there are positive and negative ways of handling stress. 3. describe and demonstrate a method of relaxation (i.e., getting physically and mentally comfortable; breathing deeply and regularly (in through nose and out through mouth); tensing and then relaxing different muscle groups).
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will compare their characteristics and abilities with others and will accept the differences.	Students are able to: 1. compare and contrast their characteristics and abilities with others. 2. explain how differences in characteristics and abilities contribute to easier and more interesting lives.	Students are able to: 1. base their comparisons upon three personal characteristics and abilities and those belonging to two other persons. 2. site three examples in their explanation of how others' characteristics and abilities allow them to: a) benefit from things they cannot do or do not understand how to do, and b) saves them time because they do not have to do everything themselves.

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. demonstrate the ability to accept others' different characteristics and abilities.	3. describe one situation where they have demonstrated acceptance outside the school setting. * demonstrate observable behaviors (i.e., demonstrate that acceptance while in the school setting, etc.).
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will understand how they can control desires rather than to allow desires to control them.	Students are able to: 1. provide examples of things they enjoy having or doing. 2. discuss why and when it is best to delay an immediate desire for a future desire.	Students are able to: 1. provide four examples of things they really enjoy having or doing. 2. include in their discussion two examples from the following three points: • delay can allow for better time and energy management (i.e., less time spent in anxiety, conservation of physical or fuel energy when planning occurs, etc.). • delay can allow for a greater gain (i.e., saving money to buy something of good quality rather than buying something that will not last as long, etc.). • delay should occur when something may interfere with physical or mental health (i.e., eating candy before dinner, postponing studying for a test, resulting in anxiety, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. provide examples of times when allowing immediate desires is all right and examples of times when delaying immediate desires is best.	3. a) provide one example of when allowing immediate desires to be fulfilled is all right (i.e., eating a lot of sweets on special occasions, buying a present for oneself as a planned reward, etc.). b) provide two examples of when delaying immediate desires would be best (i.e., eating balanced meals instead of eating snacks before meals, saving for a special object or activity instead of spending money immediately, doing homework immediately instead of putting it off until late evening, etc.). * demonstrate observable behaviors (i.e., indications of a beginning balance between allowing immediate desires to be fulfilled and delaying immediate desires for a greater gain later, etc.).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will discuss how communications skills improve their relationships with others.	Students are able to: 1. identify how communications skills help a relationship and how the lack of those skills hinders a relationship.	Students are able to: 1. a) identify six communications skills used in a helping relationship: • attentiveness • timing (knowing when to speak and when to listen) • listening for content (for clarification) • listening to remember • listening for feelings • speaking distinctly and with an adequate voice level • effective nonverbal responses. b) identify how four of these skills can help a relationship. c) identify how a lack of four skills can hinder a relationship.

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. describe the communications skills they have changed, expanded or added. 3. discuss how communications skills have improved their relationships with others.	2. trace their communication pattern from infancy through the 7th grade (i.e., crying, and non-verbal communications during infancy; learning to communicate with words and actions at age 2; pre-verbalization skills and beginning listening and speaking skills at ages 5 and 6, etc.). 3. base their discussion upon two situations where relationships have improved due to effective communication skills. * demonstrate observable behaviors (i.e., indications of a growing ability to use and expand their communications skills in order to improve their relationships with others at school, etc.).
Content: II Inter-personal Relations Role: Individual Goal: B Obj: 2	Students will recognize situations that cause change in family relationships and describe ways to deal effectively with the new relationships.	Students are able to: 1. describe a variety of factors that can cause changes in family relationships. 2. describe ways to deal effectively with changes in family relationships.	Students are able to: 1. describe three factors that could cause changes in family relationships (i.e., divorce, death, remarriage, adoption, older sibling leaves home, birth of sibling, relative moves in, etc.). 2. describe three ways of dealing effectively with changes in family relationships (i.e., gather reliable information about what feelings or processes are normal for change, assigning of new roles, welcoming new members, effort to cooperate with new members, acceptance of loss and dealing with grief, etc.). * demonstrate observable behaviors (i.e., if faced with a change in their family they exhibit a growing ability to deal effectively with that change; show more understanding to those persons they know in school who are undergoing family changes, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will recognize the results of cooperativeness and the results of competitiveness.	Students are able to:
	Students are able to: 1. describe some results of cooperativeness.	1. a) review the meaning of cooperativeness (i.e., working together toward a common goal). b) describe two positive results of cooperativeness (e.g., tends to bring people closer together, can get a large task finished quicker, encourages positive feelings, etc.). c) describe one way that working together is sometimes not best (e.g., a person not learning because others are doing too much for him, each person doesn't stretch to his/her fullest potential, etc.).
	2. describe some results of competitiveness.	2. a) describe competitiveness as contending with others for profit, prize, or position; a contest. b) describe two positive results of competitiveness (e.g., winner feels important, persons are motivated to try in order to win, individual products become better in quality and/or less in price as manufacturers compete, etc.). c) describe one reason why competitiveness is sometimes not best (e.g., losers feel like failures, it takes longer to finish a large task, etc.).
	3. provide examples of their cooperativeness and competitiveness and describe the results that occurred.	3. a) provide two example situations of their cooperativeness and the results of that cooperativeness. b) provide two example situations of their competitiveness and the results of that competitiveness.
		* demonstrate observable behaviors (i.e., show a growing ability to distinguish the appropriate times to use cooperation and competition, demonstrate a caring attitude during competitive situations, etc.

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Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 2	Students will describe ways peers and adults interact.	Students are able to:
	1. describe ways peers and adults act with each other in the home.	1. a) describe one way peers and adults act with each other in the home (i.e., parent/child work together, parent/child argument, parent/child plays together, etc.). b) speculate one reason why they act that way.
	2. describe ways peers and adults act with each other at school.	2. a) describe two ways peers and adults act with each other at school (teacher/student in the classroom, coach/student at sports practice, teacher/student confrontation, etc.). b) speculate one reason why they act that way.
	3. describe ways peers and adults act with each other in the community.	3. a) describe one way peers and adult act with each other in the community (i.e., Boy Scout leader/scout, storekeeper/consumer, religious leader/student, etc.). b) speculate one reason why they act that way.
		* demonstrate observable behaviors (i.e., demonstrate a growing understanding of how they intereact with various adults, show a growing ability to realize why they act the way they do with various adults, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will describe the various methods of expressing opinions and beliefs.	Students are able to: 1. describe ways to verbally express opinions and beliefs.	Students are able to: 1. a) recognize that opinions and beliefs can be expressed in closed-ended statements (leaving no room for discussion from others) and open-ended statements (allowing others to express themselves also). b) describe two situations when people can verbally express opinions and beliefs (i.e., stating their opinions or beliefs in conversation with friends, in public speaking situations, during interviews, during classroom situations, etc.).
		2. describe ways to nonverbally express opinions and beliefs.	2. describe two ways to nonverbally express opinions and beliefs (i.e., facial expressions, hand gestures, touching others such as handshake or hitting, nodding the head, etc.).
		3. describe ways to express opinions and beliefs in written form.	3. describe two ways to express opinions and beliefs in written form (i.e., writing their feelings concerning their opinions or beliefs in letters, poetry or prose, books, newspapers, magazines, class projects or term papers, etc.). * demonstrate observable behaviors (i.e., demonstrate a <u>growing</u> ability to express opinions and beliefs verbally, nonverbally and in written form, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will develop relaxation techniques to prepare themselves for situations requiring assertive behavior.	Students are able to: 1. identify situations when using assertive behavior is difficult for them. 2. describe and demonstrate several methods they can use to relax. 3. discuss how relaxation can help prepare them to be assertive in difficult situations.	Students are able to: 1. identify two situations when using assertive behavior is difficult for them (i.e., telling a friend that they did not like something that was done, telling a teacher they feel that the grade on their paper is unfair, explaining to a parent about their feelings, etc.). 2. describe and demonstrate three relaxation techniques • deep breathing • tension/relaxation of muscles • use of guided imagery 3. a) discuss how deep breathing can help them (i.e., increased oxygen relaxes their muscles and reduces anxiety). b) discuss how tension/relaxation techniques can help them (i.e., develop awareness of what tension feels like and can concentrate on relaxing those muscles that are tense during anxiety situations, etc.). c) discuss how guided imagery can help them (i.e., enables them to "visualize" and prepare themselves beforehand for possible consequences and how they desire to respond; must have a controlled script for preparation to avoid escalating anxiety; etc.). * demonstrate observable behaviors (i.e., use deep breathing to relax their bodies, use tension/relaxation exercises to relax their bodies, use controlled guided imagery as a means of preparing for tense situations, demonstrate a growing ability to use assertive behavior when appropriate and safe for them to do so, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2.	Students will analyze ways they have control over themselves and their life styles.	Students are able to: 1. explain how they have control over their roles, their environment, and the events in their lives.	Students are able to: 1. a) explain one example each of how they control their leisure roles, consumer roles, producer roles, learner roles, and individual (physical and mental health) roles. b) explain one means in which they control their environment (not littering, cleaning own room, landscaping, etc.). c) explain one way that they control the events in their lives (i.e., deciding to take appropriate or desired risks, concerning relationships, education, jobs, etc.).
		2. provide examples of how they have exerted control over themselves.	2. provide three examples of how they have exerted control over themselves (i.e., dieting, controlling anger, choosing one job over another, deciding to finish homework instead of watching television, etc.).
		3. analyze how they have influenced their life styles.	3. a) identify their family's life style. b) identify their life style; indicate if it is the same or different. c) include in their analysis two major goals and/or decisions that influence their life style (i.e., decision to finish high school, decision to be physically attractive, decision to make others happy, etc.). * demonstrate observable behaviors (i.e., demonstrate a growing recognition of their own life style and how they reinforce that life style, indicate by their actions if they desire to keep their present life style and why they feel the way they do, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze their own skills in compiling and integrating information.	Students are able to: 1. describe the skills that are involved in compiling and integrating information. 2. provide examples of situations when they compiled and integrated new information. 3. analyze their own skills in compiling and integrating information.	Students are able to: 1. describe four of the following example skills used in compiling and integrating information: • listening • reading • writing • understanding alphabetical order • understanding the decimal system • remembering • outlining and organizing resources 2. provide two examples of situations when they have compiled and integrated new information (i.e., researching and finishing a school project, learning and accomplishing a leisure activity, meeting and becoming acquainted with new people, etc.). 3. include the following in their analysis: • those skills that they use in compiling and integrating information that work well for them • those skills they use that need improvement • those skills that they need to learn and practice (use the examples from #1 as a comparative reference). * demonstrate observable behaviors (i.e., demonstrate the growing ability to use the following skills as a means of compiling and integrating information: listening, reading, taking notes-writing, understanding alphabetical order, understanding the library decimal system, remembering, outlining and organizing resources, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will evaluate the ways certain groups (men, women, minorities, etc.) are stereotyped.	Students are able to: 1. provide examples of groups with common characteristics. 2. evaluate the ways that these groups are stereotyped. 3. discuss how these stereotypes may have been started.	Students are able to: 1. provide two examples of groups with common characteristics based on such things as sex, physical appearances or abilities, race, religion, age, etc. 2. using the examples in #1, include in their evaluation: • the prevalence of the stereotype • the accuracy of the stereotype • if these stereotypes receive support within and/or outside of the group. 3. using the examples from #1, discuss the possible beginning basis for these stereotypes. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request what groups in society tend to be stereotyped, etc.)
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 1	Students will describe the legal rights and responsibilities of family members.	Students are able to: 1. describe laws which relate to the rights and responsibilities of family members. 2. describe some possible consequences when legal responsibilities are not met.	Students are able to: 1. a) describe the law relating to child abuse and neglect (Georgia Code 74-111, 1977). b) describe the law relating to child labor. c) describe the law relating to compulsory education. d) describe how all family members are citizens entitled to protection under the law. 2. describe three possible consequences when legal responsibilities are not met (i.e., welfare of the child is the first consideration: family therapy, placement in a foster home, group sessions, imprisonment if necessary, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe some consequences when legal responsibilities are met.	3. describe two possible consequences when legal responsibilities are met (i.e., family members tend to feel more worthwhile and confident, family tasks can be accomplished in a more productive manner, family members are better able to care for and work with those around them, etc.).
Content: V Rights & Responsibilities Role: Learner Goal: 3 Obj: 1	Students will describe the rights involved for a learner.	Students are able to: 1. identify a variety of learner rights. 2. discuss why a knowledge of these rights is beneficial. 3. describe how the rights of learners apply in their lives.	Students are able to: 1. a) list three learner rights (i.e., right to a free public education, right to be respected for individual learning differences, right to help if they do not understand a concept, right to competent advisement, etc.). b) recognize that learner rights are supported by law (refer to national and state laws relating to learner rights for children). 2. discuss one reason why a knowledge of these rights is beneficial (i.e., recognition of when their rights are not being met; knowledge of where they stand concerning what services they should be getting; etc.). 3. a) describe two rights of learners (see #1a for examples) b) describe how these two rights apply in their lives, particularly in the school setting.

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will describe how the government uses tax money.	Students are able to: 1. discuss that tax monies are necessary to pay for the running of our government, its agencies, and its programs.	Students are able to: 1. a) discuss one way that tax monies are used to run our government (i.e., to pay salaries, to pay for paper and supplies, to pay for upkeep of buildings, etc.) b) discuss one way that tax monies are used to pay for governmental agencies (i.e., salaries and support for HUD, the state utilities commission, county welfare offices, etc.) c) discuss one way that tax monies pay for governmental programs (i.e., federal and state educational grants, medicare, social security, etc.).
		2. describe how the state government uses tax money.	2. describe three ways their state government uses tax money (i.e., welfare checks, aid for payment of utilities for the elderly and poor, educational grants, salaries for governmental workers, etc.).
		3. describe how the federal government uses tax money, including the social security tax.	3. describe four ways the federal government uses tax money (i.e., to supplement social security payments, salaries for governmental workers, educational grants, medicare, armaments and military forces, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will discuss the influence that advertising has on consumers.	Students are able to: 1. describe various means of advertising.	Students are able to: 1. a) describe three forms of media where advertising occurs (i.e., television, radio, magazines, newspapers, etc.). b) describe four of the following six techniques that advertising frequently uses: • exaggeration • repetition • partial truth • unreliable information • selling a by-product such as love, youth, power, success, popularity, attractiveness, wealth, etc. c) describe five of the following seven appeals (kinds of delivery) that advertising may use: • speaker as friend • speaker as fellow sufferer • speaker as advisor • speaker as hero • fast talking of speaker • sense of humor of speaker • the sex of the speaker d) describe two commercials or other forms of advertising that are aimed for their age group.
		2. describe the influences and effects that advertising has on consumers.	2. describe two influences or effects that advertising has on consumers (i.e., encourages them to desire the product being advertised, allows them more exposure to different brands or new products and services, allows them to compare similar items or services, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. discuss why it is important for a consumer to know of the influences and effects of advertising.	3. include the two following reasons in their discussion: • consumers will be more perceptive concerning the quality of the service or product and the honesty of the advertisement • consumers will be more perceptive of their motives for buying a product or service (need, personal desire or influence from advertising).
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 2	Students will analyze the relationship between interests and producer satisfaction.	Students are able to: 1. describe a variety of clusters of producer roles and the interests that could be involved with those clusters.	Students are able to: 1. a) describe four divisions and two clusters for each division: • service groups--consumer education, personnel services, public services, etc. • business group--manufacturing, transportation, construction, etc. • science group--health, agri-business, resources, marine science, etc. • communications group--media, fine arts, humanities, etc. * Reference for concept clarification: U.S.O.E. Classification System chart. b) choose one cluster for each division and describe the interests that might correlate with that cluster (i.e., construction/interest in machines; media/interest in people; personnel services/interest in doing for others; etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. explain why certain interests might go with one cluster and not with another.	2. include in their explanation two examples of how specific interests would be useful in certain jobs and not in others (i.e., an interest in working with their hands is useful in construction work, but not necessarily in consumer education, etc.).
		3. analyze the relationship between interests and producer satisfaction.	3. include the following in their analysis: • a description of producer satisfaction—a feeling of pleasure or contentment from making or doing something • an evaluation of the consequences of interests not matching job choice • an evaluation of the consequences of interests matching job choice. * demonstrate observable behaviors (i.e., exhibit appreciation of the relationship between their interests and present producer roles, demonstrate recognition responses or indicate upon request how their interests could influence future producer roles, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: I	Students will define "attitudes" and "beliefs" and describe the effects attitudes and beliefs have on their decisions and goals.	Students are able to: 1. define attitude. 2. define belief.	Students are able to: 1. define attitude as a mood or feeling toward something, usually in positive or negative terms. 2. define belief as a very strong mood or feeling toward something, usually in positive or negative terms.

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	Competency	Performance Indicators	Suggested Performance Levels
		3. describe the effects attitudes and beliefs have on their ability to decide and to set goals.	3. a) describe how attitudes affect their ability to decide more than having no opinion at all b) describe how beliefs affect their ability to decide more than attitudes c) discuss one way their values contribute toward their goal decisions (i.e., a goal becomes something that is important to them, something they value; the feelings, interests, and capabilities that influence goal setting or hold value for them; etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will discuss how gaining more information increases their alternatives.	Students are able to: 1. explain the effects that gathering information has on their alternatives for a decision. 2. explain methods of gathering information about a decision.	Students are able to: 1. include in their explanation that gathering information about a decision • increases their number of alternatives • aids in more complete knowledge about alternatives for better evaluation concerning risks and consequences. 2. include in their explanation three examples such as: • their own past experiences • listening to others tell about their past experiences and ideas • reading (i.e., reference materials, related books, etc.) • observation of others dealing with similar problems. * demonstrate observable behaviors (i.e., exhibit a willingness to learn about gathering information in order to make decisions, shows a beginning desire to have many alternatives before making a decision, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will generate and increase the alternatives to a specific decision by gaining more information about the decision.	Students are able to: 1. discuss the value of having as many alternatives as possible to choose from while making a decision. 2. explain the methods they can use to generate alternatives. 3. compare the alternatives to a decision before gathering information and after gathering information about that decision.	Students are able to: 1. discuss how having a large number of alternatives: • encourages a close look at all aspects of the decision • allows for the best possible choice to be made • allows for a broader view of the range of consequences. 2. include in their explanation two examples (i.e., brainstorming, using alternatives generated for similar past decisions, getting opinions from others, etc.). 3. *a) select a specific decision to be made *b) generate alternatives immediately using the methods from #2 *c) gather a variety of information about the decision to be made *d) generate alternatives again *e) compare their ability to generate and assess alternatives before gathering information and after gathering information (i.e., more alternatives, better quality alternatives, more complete knowledge concerning risks and consequences, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner Citizen, Consumer, Producer Goal: A Obj: 2	Students will predict five goals they would like to achieve within five years.	Students are able to: 1. define goal, immediate goal, and long-range goal. 2. predict several goals for the future. 3. choose five goals they would like to achieve within five years.	Students are able to: 1. a) review the meaning of goal as something they aim for and strive to achieve; something desired b) define immediate goal as a goal they expect of desire to achieve in the very near future (i.e., within hours, days, months) c) define long-range goal as a long-term goal they are striving for in the distant future (i.e., years). 2. brainstorm and predict ten goals (both immediate and future goals). 3. *choose five goals they would like to achieve within five years.
Content:VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will analyze when to ask for help.	Students are able to: 1. describe those signs that occur when a problem ceases to be a challenge and becomes an obstacle.	Students are able to: 1. describe two signs that occur when a problem ceases to be a challenge and becomes an obstacle (i.e., it becomes impossible to think of any alternatives that are acceptable; there is a lack of information necessary for solving the problem; anxiety over the problem interferes with work and relationships, physical symptoms of stress occur such as stomach ache, headache, nail biting, . . . lack of concentration; etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss when the timing is appropriate to ask for help.	2. include the following points in their discussion: • appropriate timing refers to what time of day they should ask for help • the differences in appropriate timing for family members who live with them and professionals who have office hours • the severity of the problem or reactions to the problem determine if the time to ask for help is appropriate or not (e.g., severe pain warrants calling the doctor at night, a minor cold does not).
		3. imagine a problem they might encounter and analyze when they should ask for help.	3. a) imagine a specific problem that <u>might</u> be an obstacle for them. b) analyze when they should ask for help based on the following: • warning signs indicating the problem is or has the potential for being too difficult • the appropriate time to ask for help depending on the severity of the problem or reactions to that problem
			* demonstrate observable behaviors (i.e., demonstrate that they are developing a greater ability in knowing when to ask for help, etc.).

SIXTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will imagine what the world might be like in twenty years.	Students are able to: 1. identify what their ages and the year will be in twenty years. 2. imagine and explain what their town and state may be like in twenty years. 3. imagine and explain what their country and the world may be like in twenty years.	Students are able to: 1. tell what their ages and the year will be in twenty years. 2. include in their explanation a description of • their town: its residents, businesses, buildings, and schools • their state: its government and laws. 3. include in their explanation a description of • their country: its government, laws, and economic condition • the world: the relationships of different countries, the condition of the economics, the role of the United Nations. * demonstrate observable behaviors (i.e., demonstrate a growing ability to imaginatively project their world into the future, etc.).

ELEMENTARY SCHOOL GUIDANCE PROGRESS REPORTS

Kindergarten - Sixth Grade

225

Kindergarten

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Describe ways to care for him/herself				
	Describe personal appearance & favorite activities				
	Describe areas of self-sufficiency				
Interpersonal Relations	Recognize he/she listens to & speaks with different people				
	Recognize his/her family relationships				
	Describe work & play relationships				
	Recognize different interpersonal relationships in his/her life				
Expressing Ideas	Recognize different expressions for various feelings				
	Recognize when he/she or others desire to do things their own way				
Gathering & Processing Information	Describe daily activities at home				
	Describe things learned at home				
	Imagine adults doing work other than what they presently do				
Rights & Responsibilities	Describe what makes up a family				
	Describe learning & how he/she is a learner				
	Describe rules he/she follows & why they are necessary				
	Describe appropriate places of purchase for various items				
	Describe work activities of family members				
Valuing & Decision Making	Describe people & activities he/she enjoys				
	Describe choices he/she makes				
	Describe decisions made by him/herself				
Achievement Motivation	Describe a job desired when he/she grows up				
	Describe tasks he/she can accomplish at home				
Problem Solving	Describe situations when others communicate differently from self				
	Describe situations that are going to happen in the future				

Grade 1

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Describe personal physical health care				
	Recognize how others differ from self				
	Describe own responsibilities at home & school				
Interpersonal Relations	Describe methods of speaking so he/she can be understood				
	Describe the roles of each family member				
	Describe qualities of a friend; know own friendship qualities				
	Recognize he/she has an effect on things & others				
Expressing Ideas	Describe different ways of expressing personal feelings				
	Recognize personal opinions may be alike or different from others' opinions				
Gathering & Processing Information	Describe daily activities at school				
	Describe things learned at school				
	Distinguish activities consistently performed by certain people				
Rights & Responsibilities	Describe similarities & differences of families around the world				
	Recognize that learning occurs at all ages				
	Recognize his/her town, state, & country				
	Understand why people use money				
	Describe different work activities & their importance				
Valuing & Decision Making	Describe things that are important to him/her				
	Recognize that everyone has to make choices				
	Recognize decisions that are difficult to make				
Achievement Motivation	Recognize different methods for accomplishing tasks				
	Describe tasks he/she accomplishes at school				
Problem Solving	Describe ways to communicate empathy & understanding to others				
	Realize personal changes occurring during the past year				

Grade 2

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Describe personal mental health care				
	Recognize which activities hold personal interest & which do not				
	Give his/her address; describe the way from school to home				
Interpersonal Relations	Describe listening & speaking skills that encourage understanding				
	Describe activities participated in with the family				
	Describe the process of making a friend				
	Describe how others' actions affect own behavior				
Expressing Ideas	Determine appropriate situations for expressing various feelings				
	Express opinions so others can understand				
Gathering & Processing Information	Describe necessary daily activities carried out by others				
	Relate learning experiences at school to home situations				
	Define the meaning of stereotypes				
Rights & Responsibilities	Understand that all family members contribute toward family life				
	Describe where they learn				
	Describe a citizen & how persons become citizens				
	Understand what a consumer is & how he/she is a consumer				
	Define work; recognize that all people work				
Valuing & Decision Making	Recognize that what is personally important may not be important to others				
	Describe things learned that aid in making choices				
	Recognize reasons choices are made for him/her; accept those choices; make own decisions when appropriate				
Achievement Motivation	Describe a work activity & how it gets done				
	Describe necessary tasks & their purposes				
Problem Solving	Describe situations when he/she needs help from others				
	Define future; describe situations desired for the future				

Grade 3

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Describe how exercise & nutrition affect own mental health				
	Realize environment influences interests & capabilities				
	Describe situations when he/she has control over self				
Interpersonal Relations	Describe ways of communicating non-verbally				
	Define what family means				
	Describe the process of making & keeping a friend				
	Recognize actions that affect others' feelings				
Expressing Ideas	Describe ways others express thoughts & feelings to him/her				
	Describe strong personal beliefs or opinions				
Gathering & Processing Information	Recognize people have varying roles; describe own roles				
	Describe things learned in the community as citizens & consumers				
	Describe stereotypes that correspond to certain jobs				
Rights & Responsibilities	Recognize there are different kinds of families				
	Describe basic methods of learning				
	Explain why a country needs laws & governments				
	Describe how to make change from money given to him/her				
	Recognize that a producer can have many different roles				
Valuing & Decision Making	Describe how others influence what is important to him/her				
	Describe personal thought processes prior to making a decision				
	Describe why a decision change might be desired; recognize when it is or is not possible to make that change				
Achievement Motivation	Describe the trial-and-error approach to a task				
	Describe ways to judge satisfactory task accomplishment				
Problem Solving	Describe activities where others need his/her help				
	Describe how personal life roles have changed & will change				

Grade 4

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Recognize his/her importance to self & others				
	Indicate that all people differ in their skills & abilities				
	Recognize situations where there is personal control over his/her environment				
Interpersonal Relations	Communicate with both friends & those who aren't close friends				
	Describe the benefits of family cooperation				
	Describe how people depend on each other to fulfill needs				
	Explain how what is said affects his/her or others' actions				
Expressing Ideas	Describe what constitutes an opinion, belief & fact				
	Differentiate the definitions of assertiveness, aggressiveness & non-assertiveness				
Gathering & Processing Information	Understand what important events affect lives of self & others				
	Describe how workers learn from their jobs				
	Describe various stereotypes; indicate how they affect him/her				
Rights & Responsibilities	Recognize that both parents & children have responsibilities				
	Identify the learning process				
	Recognize basic rights & responsibilities affecting U.S. citizens				
	Discuss why determining need or priority is a significant consumer skill				
	Recognize how he/she depends on different producers				
Valuing & Decision Making	Define values; describe personal values				
	Describe the decision-making process				
	Describe how decisions of self & others influence his/her life				
Achievement Motivation	Describe planning process; compare it to trial-and-error methods				
	Describe steps in producing a product or task he/she is proud of				
Problem Solving	Discuss methods of relieving stress				
	Describe how interests & capabilities can change				

Grade 5

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Determine when he/she feels unhappy or angry & how to deal with such feelings				
	Specify personal characteristics & abilities he/she values				
	Analyze how growing up requires more self-control				
Interpersonal Relations	Recognize pride in accomplishments; acknowledge that pride				
	Describe relationships with family members				
	Indicate methods leading to cooperation between children & adults				
	Compare results of personal behavior on others of different ages				
Expressing Ideas	Discuss that all people have opinions and beliefs				
	Determine appropriate use of assertive behavior; predict consequences of that behavior				
Gathering & Processing Information	Recognize what life style is & what influences his/her life style				
	Explore various ways information is compiled for use				
	Indicate reasons stereotypes are attached to jobs & groups				
Rights & Responsibilities	Recognize parents and children have rights as well as responsibilities				
	Describe the responsibilities involved for a learner				
	Recognize taxes are required from citizens for government support				
	Discuss why comparing & determining quality are important consumer skills				
	Realize producers obtain rewards for their work				
Valuing & Decision Making	Analyze how personal values influence what he/she does				
	Describe the necessity of specifically identifying decisions				
	Generate & increase alternatives to a decision by gaining more information				
Achievement Motivation	Define goal; describe goals he/she has achieved				
	Describe task analysis & how it contributes toward accomplishment				
Problem Solving	Describe resources that are available to help solve problems				
	Imagine what his/her life might be like in the future				

Grade 6

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Understand what stress means; describe methods of relaxation				
	Compare own characteristics & abilities with others; accept the differences				
	Understand how to control desires rather than allowing desires to control him/her				
Interpersonal Relations	Discuss how communications skills improve his/her relationships				
	Recognize situations causing change in families; describe ways to deal with the new relationships				
	Recognize results of cooperativeness & competitiveness				
	Describe ways peers & adults interact				
Expressing Ideas	Describe methods of expressing opinions & beliefs				
	Develop relaxation techniques to prepare for assertive situations				
Gathering & Processing Information	Analyze how he/she has control over self and his/her lifestyle				
	Analyze personal skills in compiling and integrating information				
	Evaluate the ways certain groups are stereotyped				
Rights & Responsibilities	Describe legal rights & responsibilities of family members				
	Describe the rights involved for a learner				
	Describe how the government uses tax money				
	Discuss the influence advertising has on consumers				
	Analyze relationships between interests and producer-satisfaction				
Valuing & Decision Making	Define attitudes & beliefs and their effects on decisions & goals				
	Demonstrate how gaining information increases alternatives				
	Consider the consequences of alternatives to a specific decision				
Achievement Motivation	Predict 5 goals he/she wants to achieve in 5 years				
	Describe methods of evaluating progress & how it contributes toward task accomplishment				
Problem Solving	Analyze when to ask for help				
	Predict what the world will be like in 20 years				

Progress Report Cover (Fold at center)

PARENT/STUDENT COMMENTS

TEACHER/COUNSELOR COMMENTS

DEVELOPMENTAL GUIDANCE PROGRESS REPORT

_____ SCHOOL DISTRICT

GRADE SIX

Student _____ Year _____

School _____ Teacher _____

Counselor _____ Principal _____

The guidance program assists students to develop the life skills that are necessary for successful and satisfying daily living. Its goals include helping students grow in the areas of self concept and relating effectively to others; assisting students to learn how to obtain knowledge about others and the world around them; providing for students an understanding of their rights and responsibilities in their major life roles; developing in students a consciousness of personal values and the values of others; and strengthening student's abilities in decision-making, achieving, and problem-solving.

OVERVIEW: GRADE LEVEL COMPETENCIES

Kindergarten - Twelfth Grade

KINDERGARTEN

SELF UNDERSTANDING

Students will describe ways they care for themselves.

Students will describe their appearance and their favorite activities.

Students will describe areas where they are self-sufficient.

INTERPERSONAL RELATIONS

Students will recognize that they listen to and speak with a variety of people.

Students will recognize their family relationships.

Students will describe their work and play relationships with others.

Students will recognize various interpersonal relationships in their lives.

EXPRESSING IDEAS

Students will recognize different expressions for various feelings.

Students will recognize situations when they desire to have their own way and situations when others feel they must have their way.

GATHERING AND PROCESSING INFORMATION

Students will describe their daily activities at home.

Students will describe those things they learn at home.

Students will mentally project adults into work activities other than those they do presently.

RIGHTS AND RESPONSIBILITIES

Students will describe what makes up a family.

Students will describe what learning is and how they are learners.

Students will describe those rules they follow at home and school and why those rules are necessary.

Students will describe the appropriate place of purchase for various items.

Students will describe the work activities of family members.

VALUING AND DECISION-MAKING

Students will describe people and activities they enjoy.

Students will describe choices they make.

Students will describe decisions they make by themselves.

ACHIEVEMENT MOTIVATION

Students will describe what job they desire to do when they "grow up."

Students will describe tasks they can accomplish at home.

PROBLEM-SOLVING

Students will describe situations when others do not communicate the same way they do.

Students will describe situations that are going to happen in the future.

FIRST GRADE

SELF UNDERSTANDING

Students will describe how they care for their physical health.

Students will recognize how others differ from themselves.

Students will describe responsibilities they have in their environment.

INTERPERSONAL RELATIONS

Students will describe those methods that enable them to speak so they can be understood by others.

Students will describe the roles of each family member.

Students will describe characteristics they like in a friend and be aware of their personality characteristics that make up friendship qualities.

Students will recognize that they affect things and others around them.

EXPRESSING IDEAS

Students will describe different ways they express their own feelings.

Students will recognize that the way they feel about something may be the same or different from how others feel.

GATHERING AND PROCESSING INFORMATION

Students will describe their daily activities at school.

Students will describe those things they learn at school.

Students will distinguish which activities in their environment are done by certain people.

RIGHTS AND RESPONSIBILITIES

Students will recognize that there are families around the world.

Students will recognize that learning occurs at all ages.

Students will recognize the town, state, and country in which they reside.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will understand why people use money in our economic system.

Students will describe different work activities and their importance.

VALUING AND DECISION-MAKING

Students will describe a variety of things that are important to them.

Students will recognize that everyone has to make choices.

Students will recognize which decisions are difficult for them.

ACHIEVEMENT MOTIVATION

Students will recognize that there are different ways for getting tasks accomplished.

Students will describe tasks they can accomplish at school.

PROBLEM-SOLVING

Students will describe ways they communicate empathy and understanding to others.

Students will realize how they have changed during the past year.

SECOND GRADE

SELF UNDERSTANDING

Students will describe how they care for their mental health.

Students will recognize activities that interest them and those that do not.

Students will give such examples of their environment as their address and the way from school to home.

INTERPERSONAL RELATIONS

Students will describe those listening and speaking skills that allow them to understand others and others to understand them.

Students will describe activities they participate in as a family.

Students will describe the process of making a friend.

Students will describe how the actions of others affect their own behavior.

EXPRESSING IDEAS

Students will determine the appropriate situations for expressing different feelings.

Students will describe ways to express opinions so that they are understood by others.

GATHERING AND PROCESSING INFORMATION

Students will describe necessary daily activities that are carried out by others.

Students will relate learning experiences at school to situations in the home.

Students will define the meaning of stereotype.

RIGHTS AND RESPONSIBILITIES

Students will understand that all family members contribute toward family life.

Students will describe where they learn.

Students will describe what a citizen is and how persons become citizens.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will understand what a consumer is and how they are consumers.

Students will define "work" and recognize that all people work.

VALUING AND DECISION-MAKING

Students will recognize that what is important to them may not be important to others.

Students will describe those things they have learned which aid in making choices.

Students will recognize why some choices are made for them; they can accept those choices and make their own decisions when appropriate.

ACHIEVEMENT MOTIVATION

Students will describe a work activity they have to do and the way they get that activity done.

Students will describe tasks that are carried out by self and others and purposes of those tasks.

PROBLEM-SOLVING

Students will describe situations in which they need help from others.

Students will define what "future" means and describe situations they desire to happen in the future.

THIRD GRADE

SELF UNDERSTANDING

Students will describe how exercise and nutrition affect their mental health.

Students will realize that environment influences interests and capabilities.

Students will describe situations where they have some control over themselves.

INTERPERSONAL RELATIONS

Students will describe ways in which we communicate non-verbally to others.

Students will define what "family" means.

Students will describe the process of making and keeping a friend.

Students will recognize the actions they take that affect others' feelings.

EXPRESSING IDEAS

Students will describe ways others express thoughts and feelings to them.

Students will describe opinions that they feel strongly about.

GATHERING AND PROCESSING INFORMATION

Students will recognize that people have varying roles and will describe their own roles.

Students will describe those things they learn in the community as citizens and consumers.

Students will describe stereotypes that correspond to certain jobs.

RIGHTS AND RESPONSIBILITIES

Students will recognize that there are different kinds of families.

Students will describe the basic methods of learning.

Students will describe reasons why a country needs laws and governments.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe how to use money correctly when paying for something.

Students will recognize that a producer can have many different roles.

VALUING AND DECISION-MAKING

Students will describe how what is important to others influences what is important to them.

Students will describe their thought processes before a decision is made.

Students will describe why they might want to change a decision and recognize when it is or is not possible to make that change.

ACHIEVEMENT MOTIVATION

Students will describe the trial-and-error approach to a task.

Students will describe ways they judge if they have satisfactorily accomplished their tasks.

PROBLEM-SOLVING

Students will describe those activities in which others need their help.

Students will describe how life roles have changed and will change as they grow older.

FOURTH GRADE

SELF UNDERSTANDING

Students will recognize that they are important to themselves and others.

Students will indicate that all people are different and that they have different skills and abilities.

Students will recognize situations where they have some control over their environment.

INTERPERSONAL RELATIONS

Students will listen to and speak with both friends and others who are not close friends.

Students will describe the benefits of family cooperation.

Students will describe how people depend on each other to fulfill their needs.

Students will explain how what they say affects others' actions and how what others say affects their actions.

EXPRESSING IDEAS

Students will describe what constitutes an opinion, a belief, and a fact.

Students will discuss and differentiate the definitions of assertiveness, aggressiveness, and non-assertiveness.

GATHERING AND PROCESSING INFORMATION

Students will understand what important events affect the lives of self and others.

Students will describe how workers learn from their jobs.

Students will describe a variety of stereotypes and indicate ways that stereotypes affect them.

RIGHTS AND RESPONSIBILITIES

Students will recognize that both parents and children have responsibilities.

Students will identify the learning process.

Students will recognize basic rights and responsibilities that affect their lives as U.S. citizens.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will discuss why the ability to determine need or priority is a significant consumer skill.

Students will recognize how they depend on different producers.

VALUING AND DECISION-MAKING

Students will define "values" and describe their own values.

Students will describe the decision-making process.

Students will describe how their lives have been influenced by decisions they and others have made.

ACHIEVEMENT MOTIVATION

Students will describe the planning process and compare it to the trial-and-error approach.

Students will describe steps they follow in producing a product or task they take pride in.

PROBLEM-SOLVING

Students will discuss various methods of relieving stress associated with problems.

Students will describe how interests and capabilities can change.

FIFTH GRADE

SELF UNDERSTANDING

Students will determine those situations in which they feel unhappy or angry and how they deal with those feelings.

Students will specify those personal characteristics and abilities that they value in themselves and others.

Students will analyze how growing up requires more self-control.

INTERPERSONAL RELATIONS

Students will recognize when they and others feel proud of their accomplishments and exhibit acknowledgment of that pride.

Students will describe their relationships with family members.

Students will indicate methods that lead to effective cooperation with children and adults.

Students will compare the results of their behavior upon others of different ages.

EXPRESSING IDEAS

Students will discuss that all people have opinions and beliefs.

Students will determine the appropriate use of assertive behavior in individual and group situations and predict some consequences of that assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will recognize what a life style is and what influences their own life style.

Students will explore the various ways information is compiled so people can use it.

Students will indicate reasons why stereotypes are attached to jobs and groups.

RIGHTS AND RESPONSIBILITIES

Students will recognize that both parents and children have rights as well as responsibilities.

Students will describe the responsibilities involved for a learner.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will recognize that citizens are required to pay taxes to support city, state, and national governments.

Students will discuss why the ability to compare and to determine quality are important skills for consumers.

Students will realize that producers obtain rewards for their work.

VALUING AND DECISION-MAKING

Students will describe how their values influence what they do.

Students will describe the necessity of specifically identifying the decision to be made.

Students will identify a major decision to be made and determine the smaller decisions required as part of the larger decision.

ACHIEVEMENT MOTIVATION

Students will define the meaning of "goal" and describe some goals they have achieved.

Students will describe task analysis and how it contributes toward task accomplishment.

PROBLEM-SOLVING

Students will describe resources that are available to help solve problems.

Students will imagine what their lives might be like in the future.

SIXTH GRADE

SELF UNDERSTANDING

Students will understand what "stress" means and will describe methods of relaxation for handling stress.

Students will compare their characteristics and abilities with others and will accept the differences.

Students will understand how they can control desires rather than to allow desires to control them.

INTERPERSONAL RELATIONS

Students will discuss how communications skills improve their relationships with others.

Students will recognize situations that cause change in family relationships and describe ways to deal effectively with the new relationships.

Students will recognize the results of cooperativeness and the results of competitiveness.

Students will describe ways peers and adults interact.

EXPRESSING IDEAS

Students will describe the various methods of expressing opinions and beliefs.

Students will develop relaxation techniques to prepare themselves for situations requiring assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will analyze ways they have control over themselves and their lifestyles.

Students will analyze their own skills in compiling and integrating information.

Students will evaluate the ways certain groups (men, women, minorities, etc.) are stereotyped.

RIGHTS AND RESPONSIBILITIES

Students will describe the legal rights and responsibilities of family members.

Students will describe the rights involved for a learner.

Students will describe how the government uses tax money.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will discuss the influence that advertising has on consumers.

Students will analyze the relationship between interests and producer-satisfaction.

VALUING AND DECISION-MAKING

Students will define "attitudes" and "beliefs" and describe the effects attitudes and beliefs have on their decisions and goals.

Students will discuss how gaining more information increases their alternatives.

Students will generate and increase the alternatives to a specific decision by gaining more information about that decision.

ACHIEVEMENT MOTIVATION

Students will predict five goals they would like to achieve within five years.

Students will describe methods of evaluating progress and how they contribute toward task accomplishment.

PROBLEM-SOLVING

Students will analyze when to ask for help.

Students will predict what the world will be like in twenty years.

SEVENTH GRADE

SELF UNDERSTANDING

Students will distinguish between things helpful and things harmful to physical health.

Students will analyze how their characteristics and abilities can be expanded.

Students will evaluate the relationship between mass media and self-control.

INTERPERSONAL RELATIONS

Students will explain how communications skills contribute toward work within a group.

Students will analyze the importance of effective family relationships and the beliefs and skills that contribute toward those relationships.

Students will evaluate those behaviors that help or hinder group cooperation and effectiveness.

Students will evaluate ways peers and adults interact with each other in relation to the goals of behavior.

EXPRESSING IDEAS

Students will demonstrate skills necessary to express their opinions and beliefs in written form.

Students will describe some of the emotional blocks to assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will evaluate their feelings in a variety of settings.

Students will relate their learning at school to their leisure activities.

Students will analyze the effects information can have on stereotypes.

RIGHTS AND RESPONSIBILITIES

Students will describe the importance and benefits of understanding their family rights and responsibilities.

Students will analyze the school as a learning environment and describe its effects on them.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe the legal rights and responsibilities they have as citizens of their towns and state.

Students will analyze their families' spending patterns.

Students will describe general rights and responsibilities of producers.

VALUING AND DECISION-MAKING

Students will compare and contrast others' values.

Students will describe the importance of examining their values and opinions when making a decision.

Students will describe decisions they have made that were based on their values and opinions.

ACHIEVEMENT MOTIVATION

Students will describe ways they have seen others use planning, the trial-and-error approach, and goal-setting.

Students will describe methods and effects of evaluating achievement.

PROBLEM-SOLVING

Students will explore the problem-solving process and how listening and talking help to solve problems.

Students will predict ways in which some present careers may be different in the future.

EIGHTH GRADE

SELF UNDERSTANDING

Students will distinguish between things helpful and things harmful to mental health.

Students will analyze how personal characteristics and abilities and interests relate to job fields.

Students will analyze how the determination of problem ownership helps them to better manage themselves and their environment.

INTERPERSONAL RELATIONS

Students will analyze effective public speaking methods and skills.

Students will describe a family meeting and explain how it can be helpful in establishing effective family relations.

Students will evaluate the importance of friendships with peers and adults.

Students will describe situations where their behaviors affect others' behavior toward them.

EXPRESSING IDEAS

Students will examine their own methods of expressing opinions and beliefs.

Students will describe non-assertive and aggressive behaviors and the problems produced by these behaviors.

GATHERING AND PROCESSING INFORMATION

Students will predict their feelings in a variety of potential settings.

Students will relate their learning at school to their activities in the community as citizens and consumers.

Students will describe occupations that have stereotypes existing for them and will analyze how those stereotypes are reinforced.

RIGHTS AND RESPONSIBILITIES

Students will compare and contrast the responsibilities of all family members.

Students will describe their personal learning and study skills as a means of meeting learner responsibilities.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe the legal rights and responsibilities they have as U.S. citizens.

Students will determine those abilities which comprise an effective consumer.

Students will analyze how producers may have to cooperate with each other to accomplish a large or difficult task.

VALUING AND DECISION-MAKING

Students will analyze the effects of people having different beliefs and values.

Students will analyze the importance of the concepts of generating alternatives and assessing the consequences of each before making a decision.

Students will consider the consequences and risks involved for various alternatives to a specific decision.

ACHIEVEMENT MOTIVATION

Students will contrast goals they desire to complete with goals they expect to complete.

Students will examine the process and sequence of task accomplishment.

PROBLEM-SOLVING

Students will evaluate their limitations in helping others and themselves.

Students will predict how they may have to change to fit into a career in the future.

NINTH GRADE

SELF UNDERSTANDING

Students will indicate the effects their leisure time activities have on their physical and mental health.

Students will define their unique values, interests and capabilities.

Students will evaluate how responsibility helps them manage their lives.

INTERPERSONAL RELATIONS

Students will communicate appreciation when others successfully complete a difficult task.

Students will describe how the concept of family constellations might apply to them.

Students will evaluate the importance and effects of group friendships.

Students will describe ways they can act to provoke a desired behavior in another person.

EXPRESSING IDEAS

Students will analyze situations when a written expression of opinions and beliefs is an effective means of influencing others.

Students will analyze the four types of assertiveness styles.

GATHERING AND PROCESSING INFORMATION

Students will analyze how life roles, settings, and events determine preferred life styles.

Students will relate their learning and study skills to their work activities.

Students will analyze stereotypes that exist for them and how those stereotypes limit their choices.

RIGHTS AND RESPONSIBILITIES

Students will compare and contrast the rights of all family members.

Students will analyze how their academic and study skills form systems which apply to the learning of different subjects.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will evaluate the purposes of taxes and how they support the government.

Students will compare and contrast varying consumer habits in other countries.

Students will describe their present taking of responsibility and enjoyment of producer rights.

VALUING AND DECISION-MAKING

Students will describe and prioritize their values.

Students will describe the importance of reviewing the consequences of similar past decisions before making their final choice in the decision-making process.

Students will identify past decisions and analyze how those decisions affect their present decisions and will affect their future decisions.

ACHIEVEMENT MOTIVATION

Students will evaluate the importance of setting realistic goals and striving toward them.

Students will analyze a specific task they wish to accomplish.

PROBLEM-SOLVING

Students will use communications skills to help others.

Students will analyze how their values, interests, and capabilities have changed and are changing.

TENTH GRADE

SELF UNDERSTANDING

Students will specify symptoms and warning signs of too much stress and tension.

Students will analyze how characteristics and abilities develop.

Students will show how they manage their environment.

INTERPERSONAL RELATIONS

Students will communicate their understanding of what another person has said.

Students will describe families that are different from their own and predict how they might feel in that set of relationships.

Students will analyze the differences and similarities between cooperation and competition.

Students will explore ways that the environment shapes or controls their behavior and how they respond to those in the environment who are shaping their behaviors.

EXPRESSING IDEAS

Students will analyze how to use skills of expression in a variety of settings.

Students will assess the needs they have in asserting themselves.

GATHERING AND PROCESSING INFORMATION

Students will compare how life styles differ depending on life roles, settings, and events.

Students will predict how they will use knowledge from school in future life and work experiences.

Students will analyze stereotypes held by others and how those stereotypes can limit choices.

RIGHTS AND RESPONSIBILITIES

Students will describe the interrelationship between family rights and family responsibilities.

Students will evaluate personal academic and study skills and explain how they can be improved.

Students will describe their rights and responsibilities as world citizens.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe the legal rights and responsibilities of consumers.

Students will describe the legal rights and responsibilities of producers.

VALUING AND DECISION-MAKING

Students will predict how their values will influence their life styles.

Students will analyze the decision-making process used by others.

Students will analyze the consequences of decisions that others make.

ACHIEVEMENT MOTIVATION

Students will analyze how planning the use of their time contributes toward their effectiveness in their life roles.

Students will use a variety of methods to evaluate progress and achievement of a specific task.

PROBLEM-SOLVING

Students will predict methods they may use in caring for medical emergencies.

Students will predict some of the concerns they may have as they get older.

ELEVENTH GRADE

SELF UNDERSTANDING

Students will effectively reduce their stress during tension-producing situations.

Students will specify which characteristics and abilities they appreciate most in themselves and others.

Students will assess how avoiding responsibility hinders their ability to manage themselves and their environment effectively.

INTERPERSONAL RELATIONS

Students will explain that the way they communicate a thought or idea influences others' reactions to that thought or idea.

Students will assess their current family relationships and evaluate their effectiveness.

Students will evaluate the effectiveness of their own friendship skills.

Students will analyze the cycle of consequences that might occur as the result of unacceptable behavior.

EXPRESSING IDEAS

Students will understand the relationship between self-respect and respect for others' opinions in group situations.

Students will determine the losses and gains possible from using assertive behavior in various situations and decide if the risks and consequences warrant that system of behavior.

GATHERING AND PROCESSING INFORMATION

Students will determine how life roles, settings, and events have influenced their present life styles.

Students will discuss how the compiling and integrating of information occurs throughout life.

Students will evaluate the effects additional experience and information have had on those stereotypes in their lives.

RIGHTS AND RESPONSIBILITIES

Students will describe the results when responsibilities are not met by parents and children.

Students will examine their taking of responsibility in their roles as learners.

Students will explain the interactive effects of citizen rights and citizen responsibilities.

Students will evaluate their roles as consumers.

Students will evaluate the importance of having laws and contracts to protect producers.

VALUING AND DECISION-MAKING

Students will analyze how values affect their decisions and actions in their various life roles.

Students will evaluate the results when a systematic decision-making process is not used.

Students will provide examples and evaluate their present ability to generate alternatives, gather information, and assess the consequences in the decision they make.

ACHIEVEMENT MOTIVATION

Students will evaluate their ability to set goals and their use of the planning process in helping to achieve those goals.

Students will assess their present ability to analyze, accomplish, and evaluate tasks.

PROBLEM-SOLVING

Students will analyze how their communications skills encourage problem-solving.

Students will evaluate the need for flexibility in their roles and choices.

TWELFTH GRADE

SELF UNDERSTANDING

Students will analyze their own personal skills that have contributed to satisfactory physical and mental health.

Students will appreciate their uniqueness and encourage that uniqueness.

Students will assess how taking responsibility enhances their lives.

INTERPERSONAL RELATIONS

Students will evaluate their current communications skills and will continually improve those skills.

Students will predict the type of families they might have in the future and how they might develop skills to relate effectively within those settings.

Students will recognize the value of maintaining effective friendships throughout life in today's interdependent society.

Students will evaluate their behavior toward others and decide which are effective in interpersonal relationships and which need improvement.

EXPRESSING IDEAS

Students will evaluate the effectiveness of their own methods of expression in their daily lives.

Students will evaluate the effectiveness of their assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will assess the interactive effects of life roles, settings, and events and how these lead to a preferred life style.

Students will evaluate their methods of compiling and integrating information and explore future methods of compiling information.

Students will evaluate their stereotypes and explain those they have changed.

RIGHTS AND RESPONSIBILITIES

Students will examine their own taking of responsibility within the family and its effects on self and others.

Students will evaluate how they continue to be learners and how they utilize the knowledge of their rights and responsibilities as learners.

Students will evaluate their taking of responsibility as citizens of their towns, state, and country.

Students will analyze how they, as consumers, help to support our economic system.

Students will speculate what their rights and responsibilities might be as producers in the future.

VALUING AND DECISION-MAKING

Students will summarize the importance of understanding their attitudes and values and how those attitudes and values affect their lives.

Students will analyze how the decision-making process can be used effectively by themselves and others.

Students will implement the decision-making process when making decisions in their various life roles.

ACHIEVEMENT MOTIVATION

Students will assess their ability to achieve past goals and integrate this knowledge for the future.

Students will predict how task analysis and evaluation may apply to their achievement of future goals.

PROBLEM-SOLVING

Students will use appropriate resources to help themselves and others.

Students will analyze how concerns change as situations and roles change.

APPENDIX

Summary: Georgia Comprehensive Guidance Curriculum Structure

*Taken from Program Planning Guide, Georgia Comprehensive Guidance, "Part Three: Georgia Comprehensive Guidance Model," Georgia State Department of Education, Atlanta, Georgia.

One of the assumptions upon which the developmental guidance program is built is that there is guidance content that all students should learn in a systematic, sequential way. This means counselor involvement in the curriculum; it means a guidance curriculum.

To establish a curriculum for guidance, it is first necessary to identify those areas of human growth and development which could form a base for guidance from which content could be drawn. Career development theory and research is suggestive of such areas, as is the work of psychologists who have delineated developmental tasks. So, too, is the work of individuals who emphasize psychological, moral, process, and values education.

Curriculum specialists and guidance workers in Georgia have been examining guidance content for some time. The career development movement has influenced curriculum change, and its subsequent association with career guidance forced attention to be given to curriculum associated processes. While career guidance may not represent the total guidance content responsibility, there is a great deal of overlap. This overlap is especially noticeable when a broad, encompassing career development viewpoint is fostered. Such a perspective has been dominant in the state of Georgia. The fourth grade Criterion Reference Test (CRT) in the area of career development exemplifies this fact. The twenty objectives on which the items were based are representative of what many counselors would identify as career guidance. The Comprehensive Career Guidance Projects initiated by the Guidance Unit in the Georgia Department of Education have extended the career guidance perspective to be almost synonymous with a comprehensive guidance curriculum. The twenty CRT objectives plus an additional ten objectives were used as a framework for a suggested career guidance curriculum for Georiga's elementary schools. These thirty objectives were organized under three domains of Interpersonal Effectiveness, Work and Life Skills, and Life Career Planning. Needs assessment studies carried through the University of Georgia (Dagley & Hartley, 1975) suggested elements of this career guidance model. These three

domains are closely related to the three common themes which emerged from a review of the work of career development theorists, researchers, and practitioners. Most stress the need for attention to self-concept development--knowledge of self as well as the development of interpersonal skills. Another theme that is common is the concern for assisting individual to understand the decision making process and to develop decision making skills. Finally, a third common theme is the need for individuals to gain an understanding of current and potential life roles, settings, and events. Some theorists use the term "personal learnings"; learnings which stress developing of a self identity and of answering questions dealing with self in terms of who, where, and when. They pointed out that the facilitation of these learnings in individuals is the second major purpose of education (the other being social learnings) and that these personal learnings form the basis for a developmental counseling program.

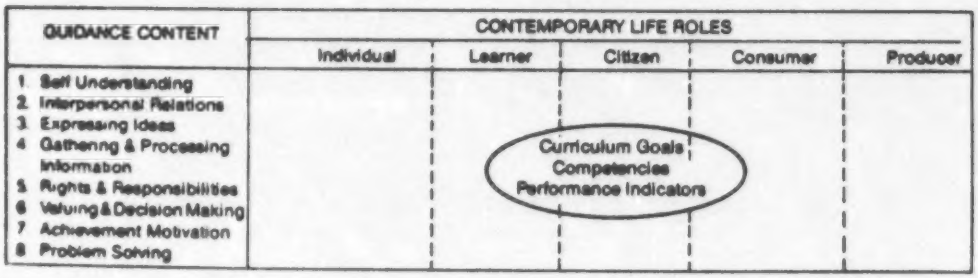
The organization of a guidance curriculum in Georgia was well on its way when the competency based education movement was introduced into school planning by the Georgia State Board of Education (1976, 1978). The legislation related to graduation requirements based on contemporary life role skills had significant impact on all curricular developments within the State. Guidance curriculum under development by the Department of Education Guidance Section was then challenged to be assimilated within the competency based, contemporary life role skills prespective. The Guidance Section responded to this need by modifying and extending guidance curriculum models already containing elements of competency based education and contemporary life role skills outcomes (See Figure 1, p. 160).

Guidance program planners should utilize a competency based approach for the following reasons:

- Students will have a greater amount of specific information regarding what capabilities are represented by guidance curriculum acquisition. Students can recognize the substance of the program.

- Parents will have more information regarding student progress. Parents have expressed curiosity and concern regarding what a guidance curriculum is. Now they will know what their youngsters actually know and can do. Although competency acquisition does not tell the whole story it will have the effect of increasing community understanding of the nature of the local district's guidance program.
- Those assigned to counseling and advising students will have access to more information which will be helpful in personalizing the guidance process.
- The act of dealing with, recording and reporting competencies will act as a reminder to teachers regarding what students have and have not accomplished. This will aid the teacher and student in setting class, group, or individual learning priorities. Pupils' continuous progress can be monitored.
- As guidance staff re-examine their activities and course offerings, more data can be made available regarding student progress in the current program. Curriculum revision can be justified.
- Administrators will have access to more information that will enable them to better explain to the community the various activities of the school's guidance program.

Figure 1
Georgia Comprehensive Guidance Curriculum



Guidance Curriculum Structure - Level 1: Content Areas/Goals. There are eight principal processes and skills addressed by this guidance curriculum. The justification for these eight areas was highlighted in Part I.* The guidance curriculum *content areas* are utilized in the five major contemporary life roles (individual, learner, citizen, consumer, and producer) as suggested by the Georgia State Department of Education. The process of interrelating these eight major content areas with the contemporaroy life roles comes in the first detail level--that of establishing *goals*. This guidance curriculum deals with a total of twenty-four (24) goals. Following is a short description of the content areas and a listing of the goals under each area.

Self Understanding. The first content area emphasized the development of individuals of self-appraisal and self-improvement. Individuals involved in this area should become more aware of personal characteristics (i.e., aptitudes, interests, goals, abilities, values, physical traits) and the influence these characteristics may have on the persons they are and can become and on the environment around them.

Goals:

1. Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

2. Students will develop and incorporate an understanding of the uniqueness of themselves and others.

3. Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

Interpersonal Relations. This area deals with skills that allow individuals to develop more personal and caring relationships with "significant others" in their lives. Individuals will also explore the impact of their actions and reactions upon others and thus their relationships.

*Part I refers to Part I in the Program Planning Guide, Georgia Comprehensive Guidance, Georgia State Department of Education, Atlanta, Georgia.

Goals:

1. Students will develop and incorporate those listening and speaking skills which allow them to communicate in their daily lives.

2. Students will develop and incorporate skills that encourage and enhance relationships with their families.

3. Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

4. Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

Expressing Ideas. Encouraging individuals to develop skills in listening, speaking, reading, and writing and how such skills can be used both effectively and appropriately becomes the focal point of this content area.

Goals:

1. Students will develop and incorporate an understanding of various methods of expression in their daily lives.

2. Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

Gathering and Processing Information. Because individuals over their lifetimes will be assuming a number of roles, functioning in a variety of settings, and experiencing many events, learning in this area emphasized their understanding of the roles, settings, and events which interrelate to form their life careers. It is important that these learnings are not based on stereotypes, but that individuals know how to gather and assimilate accurate, useful information that pertains to their roles, settings, and events.

Goals:

1. Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.
2. Students will develop and incorporate the ability to compile and integrate information for use in their lives.
3. Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Rights and Responsibilities. Each of the contemporary life roles have certain rights and responsibilities that individuals must deal with. This content area attends to a person's moral rights and responsibilities as well as legal rights and responsibilities.

Goals:

1. Students will develop and incorporate an understanding of the rights and responsibilities of family members.
2. Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
3. Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.
4. Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
5. Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Valuing and Decision Making. Mastery of decision-making skills and the application of these skills to life career planning are central learnings within this area. A preliminary task to effective decision making is the clarification of personal values. The degree of congruence between what individuals value and the outcomes of decisions individuals make, contribute to personal satisfaction.

Goals:

1. Students will develop and incorporate an understanding of how values affect their lives.
2. Students will develop and incorporate an understanding of the decision making process.

3. Students will develop and incorporate the ability to implement the decision making processes and to understand the effects of past decisions on their present decisions.

Achievement Motivation. This content area encourages individuals to develop a commitment to planning, preparation, accomplishment, and evaluation; an ability to defer short term gratification for long term goals; and an ability to choose among a multiplicity of educational and occupational options.

Goals:

1. Students will develop and incorporate skill in planning and setting goals.
2. Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Problem Solving. For individuals to feel self satisfaction in the different areas of their lives, they must know how to deal with their problems, when and where to seek help, and their limitations, and abilities to help others. This content area focuses on such knowledge, understandings, and skills as well as creating in individuals a willingness to be flexible when adaptability or change is demanded of them.

Goals:

1. Students will develop and incorporate an understanding of the problem solving process and how they may implement the process to help themselves and others.
2. Students will develop and incorporate the ability to anticipate and cope with change.

Guidance Curriculum Structure - Level 2: Goals/Competencies. The second detail level of the guidance curriculum is expressed in the form of *competencies*. Each of the previously mentioned twenty-four goals has been divided into thirteen competency statements: one for each grade level, kindergarten through twelfth grade. The competencies represent both different elements of the goal and different developmental steps necessary for goal attainment. The following diagram illustrates this relationship:

Content Area/Contemporary Life Role(s)

The competencies at each grade level are part of the continuous progress toward goal attainment. Developmental objectives were created to summarize and monitor progress toward goal attainment. These developmental objectives were based on the taxonomy developed by Wellman and Moore (1975). Following is an example from the Self Understanding content area; Goal A, which demonstrates the relationship between developmental objectives and competencies:

Content Area: Self Understanding *Goal:* Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Developmental Objective: Students will be aware of personal care skills necessary for satisfactory physical and mental health.

Kindergarten Competency: Students will describe ways they care for themselves.

First Grade Competency: Students will describe ways they care for their physical health.

Developmental Objective: Students will demonstrate personal care skills that will lead to satisfactory physical and mental health.

Seventh Grade Competency: Students will distinguish between things helpful and things harmful to physical health.

Eighth Grade Competency: Students will distinguish between things helpful and things harmful to mental health.

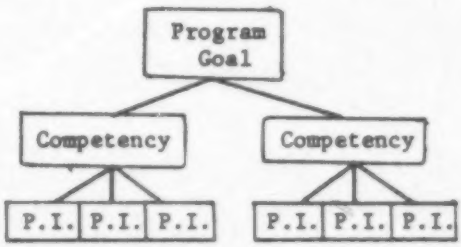
Developmental Objective: Students will demonstrate satisfactory physical and mental health.

Tenth Grade Competency: Students will specify symptoms and warning signs of too much stress and tension.

Eleventh Grade Competency: Students will effectively reduce their stress during tension-producing situations.

Guidance Curriculum Structure-Level 3: Competencies/Performance Indicators. Competency achievement is verified by identifying specific behaviors that students perform relative to competency development. In this curriculum these specific behaviors have been termed *performance indicators.* Three performance indicators have been suggested for the majority of the competencies. The diagram below illustrates this relationship:

Content Area/Contemporary Life Role(s)



Only recently have guidance competencies been identified and analyzed in sufficient detail to allow us to use this evaluation process. Therefore, the level of performance must be established for each guidance curriculum competency. The standards may be quite arbitrary at first until experience provides school districts with sufficient data to base their expectations. The interaction effects between program interventions and evaluation feedback could be extensive and would make what normative data we do have look somewhat depressed. Our expectations for each developmental level would increase as students experience the cumulative effect of a guidance curriculum.

Content: Those processes and skills relevant to the guidance area.
Total: 8 guidance content areas.

Role(s): Contemporary life roles as suggested by the Georgia State Department of Education.
Total: 5 life roles

Goal: Those major themes students should incorporate in their lives by the end of their public school experience. Each goal relates to one content area and one to five life roles.
Total: 24 Goals

Objective: The developmental sequence students must go through to incoporate these goals in their lives.
Total: 3 developmental objectives per goal

Grade	*Competency*	*Performance Indicators*	*Suggested Performance Levels*
Kindergarten through twelfth grade are included under each goal.	General behavioral steps which suggest student's competency in progressing through the developmental process of incorporating these goals.	More specific terms which indicate those behaviors students should accomplish in order to reach the corresponding competency and ultimately the goal.	Those suggested specific steps, examples, or explanations which students might express or demonstrate to signify they have reached the corresponding competency level.

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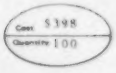
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